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ABSTRACT

The bilingual program implemented in Community School District 32 in Brooklyn, New York, had Spanish and Italian instructional components. The Spanish component served limited English speaking children in grades K-3. The Italian component served 328 Italian dominant children in grades K-9. English dominant students participated as peer models in both components. The bilingual program was evaluated through consultant observations, interviews with program personnel, students and parents, and pupil testing. Findings indicated that both components were well-implemented. Statistical analyses of student achievement data showed that in the majority of cases there were significant positive differences between pretest and posttest scores. Observation checklists and a position paper on the identification of students with limited proficiency in English are appended. (MK)

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FINAL EVALUATION REPORT

ESEA TITLE VII BILINGUAL PROGRAM

1979 - 1980

Function No. 5001-32-07601

SPANISH COMPONENT

BILINGUAL EARLY ENVIRONMENT (BEE)	5001-32-07601

ITALIAN COMPONENT

APPROACH TO ITALIAN BILINGUAL EDUCATION	5001-32-07601

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SPECIAL STATE AND FEDERAL FUNDED PROGRAMS

ESEA TITLE VII BILINGUAL PROGRAM,

EVALUATION REPORT

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SPECIAL STATE AND FEDERAL FUNDED PROGRAMS

E.S.E.A. TITLE VII BILINGUAL PROGRAM

EVALUATION REPORT
1979-1980

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ESEA TITLE VII BILINGUAL PROGRAM

EVALUATION REPORT
1979 - 1980

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I. INTRODUCTION

The evaluation of the ESEA Title VII Bilingual Program for 1979-1980 had several features that warrant special discussion prior to your reading this Final Report.

The Chief Evaluator and his Evaluation Consultants observed that C.S.D. #32 Office of Funded Programs, under the able leadership of the Deputy to the Superintendent, engaged in comprehensive planning and the dovetailing of all Title I/PSEN and ESEA Title VII Programs. The Coordinators of each program, along with the Deputy to the Superintendent for Funded Programs, Program Manager, Chief Evaluator, and Evaluation and Statistical Evaluation Consultants worked closely together on an on-going, formative basis, rather than merely a summative or Final Report. This has resulted in excellent articulation between ESEA Title I/PSEN and ESEA Title VII Funded programs, as well as regular (tax-levy) classrooms.

One specific example of this articulation resulted in a Position Paper - The Identification of Students with Limited English Proficiency in Bilingual Classrooms, a copy of which is in the Appendix of this Final Report. In this Position Paper, guidelines, statement of philosophy, and specific teaching methods were produced. This Position Paper was the result of observations and findings made by the

I. INTRODUCTION (Continued)

Evaluation Consultants, which the Deputy to the Superintendent for Funded Programs used to conduct a study; this study was conducted under the initiative, direction and supervision of the Deputy to the Superintendent with collaboration of the Coordinator and Supervisor of Teacher Training of the Spanish Component of the ESEA Title VII Bilingual, the Coordinator/Supervisor of the Bilingual Component of the ESEA/Title VII/Bilingual Program and the Chief Evaluator. The approaches presented will be followed (and monitored for possible revisions) by all personnel involved in the instruction of Limited English Proficiency (LEP) students in Bilingual Classrooms in C.S.D. #32 including funded and regular classrooms.

Another example of articulation between funded and regular classrooms was the C.S.D. #32 coordination of city-wide and district-wide testing initiated, directed and supervised by the Deputy to the Superintendent for Funded Programs with the assistance of the Chief Evaluator and Statistical Evaluation Consultant. As a result of the coordination of all testing in the district, all teachers in C.S.D. #32 received computer print-outs of specific test results to be used for diagnostic and prescriptive instructional activities for each individual child, whether in funded or regular classrooms. Workshops and training sessions, as well as instructional

I. INTRODUCTION (Continued)

manuals were presented to teachers, administrators, and other personnel on the most effective ways of using computer data for instructional purposes.

Evaluation and Statistical Consultants and the Chief Evaluator were in constant contact with the Coordinators of each funded program, the Deputy to the Superintendent, and other funded program personnel, to provided feedback and recommendations for continual program improvement. Immediately following all on-site school observations and interviews, information was provided to the Funded Programs. This has all resulted in programs that functioned at very high levels of professional teaching, with excellent instructional programs for children.

II. INTRODUCTION TO STATISTICAL ANALYSIS

The statistical design used to evaluate the 1979-1980 Funded Programs is identical to that which was used during 1978-1979. This design is referred to as the U.S. Office of Education (USOE) Model A-1 Evaluation Design, and utilizes "Normal Curve Equivalents" as the data for analysis. In a Model A-1 Analysis comparisons are made between pre- and post-test scores for each child in the program. Growth between the pre- and post-test for a student is not measured in absolute terms, that is, whether or not the student

II. INTRODUCTION TO STATISTICAL ANALYSIS (Continued)

answered more questions correctly at the end of the year; but, rather one tries to answer the question, "Did the student, as a result of participating in the program, increase his or her scores at a greater rate than those students who were not in a special program." Growth, therefore, is measured on a relative basis, "....how well did the student in the program do between pre- and post-tests when compared to their national standardization group". It is assumed that a student without special intervention, that is, one who is not participating in a funded-program, would remain in the same position relative to others of the same age, grade and level of ability.

Traditionally, relative performance is measured by a percentile score on a scale of 1 to 99. In this scale, a student with the percentile of 23 is usually considered eligible for a funded program. This point is referred to the "state-wide reference point", and the point of minimum competency. The percentile score of 23 indicates that this student's score exceeds 23% of the population, but was lower than the other 77%. It is expected that by participating in a funded program the student's relative score (NCE or Percentile) will increase between the pre- and post-tests. An NCE of 50 corresponds to the 50 percentile, and is considered "average or on grade level."

II. INTRODUCTION TO STATISTICAL ANALYSIS (Continued)

Because of statistical concerns the U.S. Department of Education and the State Education Department have mandated that these percentile scores be converted to a metric system known as the "Normal Curve Equivalents" or NCEs. It is these scores which are presented in the tables in the body of the report in all cases where a percentile score is used by the test publisher. (In a few cases, raw score analyses were conducted because test publisher's manuals do not contain the necessary raw score to percentile conversion.) Even though both percentiles and Normal Curve Equivalents range from 1 to 99, they are not identical. The following figure illustrates both the percentiles and NCEs at a variety of points along the scale:

FIGURE 1
NORMAL CURVE EQUIVALENTS (NCE)
PERCENTILE COMPARISONS

PERCENTILES	10	23	40	50	70	80	90
NCEs	23.0	34.4	44.7	50	61.0	67.7	77.0

Conversions from raw scores to percentiles to NCEs were done automatically by the computer during the process of the statistical evaluation.

II. INTRODUCTION TO STATISTICAL ANALYSIS (Continued)

To summarize, the differences between the pre- and post-test scores are used to determine program success. If the difference is positive, (followed by * or **) then the average score for the group was greater than presumably would have occured had there been no funded program. If the difference is 0 or close to 0, then the group maintained their position relative to the national norms, but did not increase or improve their position. If the difference is negative (followed by * or **) then the student actually lost ground when compared to the national population. Figure 2 below is offered as a sample of the tables which will be found in each section of this report. The material just following the Figure is offered as a guide to reading all tables.

FIGURE 2
"SAMPLE"
CORRELATED "T" TEST ANALYSES

SUB TEST	N	PRE MEAN	S.D.	POST MEAN	S.D.	DIFF	"T" VALUE
Compre-hension	212	26.40	12.15	37.80	11.92	11.40	8.86**
Phonetic Analysis	210	32.60	17.92	34.61	11.85	2.01	0.86
Auditory Vocabulary	205	36.50	19.76	36.05	12.75	-0.45	-0.72

II. INTRODUCTION TO STATISTICAL ANALYSIS (Continued)

On Line 1, information from the COMPREHENSION SUB-TESTS is presented. The first column indicates that 212 students in this example had both pre- and post-test scores which are necessary for this analysis. (In a few cases, students might have missed either the pre- or post-test and, therefore, could not be included in the analysis.)

The second column is headed PRE-MEAN. This figure, in NCE terms, indicates the average score for all the students who took this sub-test in this program at this particular grade level. The column headed S.D. is a statistic that describes how wide-spread the scores were around the pre-test mean. The larger the number, the greater the spread of the pre-test scores. The POST-TEST MEAN and STANDARD DEVIATION are to be interpreted in the same way as was the pre-test scores. The DIFFERENCE score is simply the difference between the pre-test mean and the post-test mean; again, expressed in NCE's. The larger the difference, the greater the growth for the year.

The final column, referred to as "T" VALUE is the result of the statistical analysis. If either one or two stars are placed after this value, it indicates that the difference between pre- and post-tests is considered significant. That is, it is a difference which can be considered statistically reliable, or in other words, a difference which would usually appear if the students were tested several times over again.

II. INTRODUCTION TO STATISTICAL ANALYSIS (Continued)

In the second example, PHONETIC ANALYSIS, one would note that the difference in the pre- and the post-test was only 2.01 NCE units, and the "T" Value 0.86 is not followed by either one or two asterisks. This indicates that although there was a positive gain, the gain was a small one and should not be interpreted as being statistically reliable. In the third illustration, AUDITORY VOCABULARY, there was actually a small negative difference between the pre- and the post-test. Once again, the "T" Value is not followed by an asterisk, indicating that the difference is not a significant one and that for all practical purposes one can say that these students remained in relatively the same position as they were at the beginning of the year.

Several concluding points must be made. The results presented in this report are for the averages of the entire grade participating in a given program. They do not indicate whether or not a particular child has made great growth, stood the same or actually fallen further behind. Information of that kind can only be obtained by speaking with the individual student's teacher.

The data presented in this report is of necessity a summary of vast amounts of information which were generated by the computer. Copies of the full statistical report can be found at the district office.

II. INTRODUCTION TO STATISTICAL ANALYSIS (Continued)

While each of the reports contained in this volume contain the analysis for the specific program being evaluated, in summary, it can clearly be stated that highly positive results were found in every funded program and at virtually every grade level. One can safely conclude that the funded programs were overwhelmingly successful in meeting their stated objectives and in meeting the needs of the target population.

COMMUNITY SCHOOL DISTRICT #32

E.S.E.A. TITLE VII - BILINGUAL PROGRAM

SPANISH COMPONENT - BILINGUAL EARLY ENVIRONMENT
(B.E.E.)

FINAL EVALUATION REPORT

submitted by: Ms. Elizabeth Gomez Harper
Evaluator

I. PROGRAM DESCRIPTION

A. OBJECTIVES

Community School District #32, Spanish Component of the ESEA Title VII Bilingual Program (Early Education Program - B.E.E.) has a primary objective to teach the child in his native language (Spanish) and in English, thus to increase the effectiveness with which he communicates in both languages. Native language instruction should improve the child's self-concept and develop pride in his cultural heritage. By alleviating the educational handicap of language deprivation in the early years, the bilingual approach aims to heighten academic achievement and reduce the incidence of failure and dropout. The ultimate objective is to develop the student's capacity to learn effectively in English.

In the area of curriculum, the BEE Program identifies, selects and purchases commercially produced curricular materials of recognized quality, as well as seeking to develop suitable materials within the project. Instructional objectives are correlated with curricular supports.

B. PARTICIPANTS AND THEIR SELECTION

KINDERGARTEN

1. Identification of the language spoken at home, as specified by official school documents.

2. Oral interview with the use of the native language by a pedagogue qualified in that language.

3. Parents notification.

FIRST THROUGH THIRD GRADES:

1. Children who score below the 20th percentile as measured by the Language Assessment Battery in English.

2. Native Language Dominance.

   i.e., Language Assessment Battery-Spanish Version

3. Recommendations of school administrators, guidance counselors and teachers of students where the language spoken at home is other than English and can profit from a Bilingual class.

A limited number of English dominant students are also included in the program after all LEP students have been selected. Parental consent was obtained before English dominant students were included in the program. Copies of these consent forms are kept on file in the schools. Children identified in 1978-1979 as limited in their English proficiency, and who are presently in kindergarten, first, second, and third grade classes participate in the program. Students join mainstream classes when they are proficient enough in English to learn successfully in this language after a period of 3 or 4 years.

C. PROGRAM ACTIVITIES

Workshops and special individual assistance help teachers enlarge the skills appropriate to a bilingual program, notibly the techniques of second language instruction and the effective use of program selected curricular materials.

Parents are offered monthly workshops to help them discover ways to aid their children. In addition, establishment of an ESEA Title VII Parent Advisory Committee (consisting of parents whose children have limited proficiency in English) helps bring parents closer to the schools and promotes closer school-community relations.

Paraprofessionals are given orientation and training to increase their ability to assist teachers in instruction and the use of curricular aids. They are also offered the opportunity to improve their communications skills by taking courses at a local university.

D. PERSONNEL

The BEE Staff was made up of sixteen regular classroom bilingual teachers (Local Tax-Levy), twelve ESEA Title VII Bilingual paraprofessionals, and four ESEA Title I/PSEN Program paraprofessionals. Supplementary instruction in English is available to selected students through the ESEA Title I/PSEN Program and its personnel.

II. EVALUATION DESIGN AND METHODOLOGY

A. 1. Observations

All participating classrooms were observed on-site by an Evaluation Consultant twice during the school year. Visits were unannounced to avoid specially prepared lessons for the Evaluator's benefit, rather than regular on-going program activities. (See Appendix for Observation Forms used.)

2. Interviews

The Evaluation Consultant conducted interviews with teachers and paraprofessionals, and conferred with principals, teacher trainers and district office personnel. (See Appendix for Interview Forms used).

B. Testing Design and Analysis of Statistical Data

In accordance with the mandates of the State Education Department and of the Evaluation Design contained in the official District #32 Program Description, the B.E.E. Component of the ESEA Title VII Bilingual Program was evaluated using USOE Model A-1 Design. All test scores were converted into NCEs by computer for analysis. (A description of NCE scores can be found in the Introduction to the Title I/PSEN Evaluation Report).

Figure A below has been extracted from the Official Program Description and lists all of the tests given in each of the grades of the B.E.E. Component.

FIGURE A
ESEA TITLE VII BILINGUAL PROGRAM
B.E.E.
STANDARDIZED TEST LIST
(PRE-POST)

GRADE LEVEL	STANDARDIZED TEST	SUB TEST
Kindergarten	Metro Readiness	Total Pre-Reading
1	Metro Readiness	Total Pre-Reading Math Readiness
2	California Achievement Test	Comprehension Phonetic Analysis
	Stanford Achievement Test	Computation Concepts
3	Stanford Diagnostic Reading Test	Comprehension Auditory Vocabulary Phonetic Analysis
	Stanford Diagnostic Math Test	Computations Concepts Program Solving
1, 2, 3	Comprehensive Test of Basic Skills (Spanish Edition)	Reading Mathematics

The results of the statistical analysis of pre-and post-test scores at each of the grade levels in the program are presented in Table I, and Table II.

It should be noted that at each grade level, the standardized tests administered to the Title VII Bilingual Program students were identical to those administered to students in the Title I/PSEN Early Childhood Programs, Reading Programs, and Mathematics Program.

Interpretation of the Data

An analysis of Table I indicates that positive and significant differences between the pre-and post-test scores were found in Kindergarten, Grade 1, Grade 2, and Grade 3 on all sub-tests with the exception of Grade 2 Mathematics. In Grade 2 Math Computation pre-post differences were positive; however, the difference was not great enough to be considered significant. The Math Concepts test also at Grade 2 resulted in a slight negative difference between pre- and post-test scores; here, too, as in the case of the Computation sub-test, the difference was too small to be considered statistically significant or reliable.

In other words, at the end of the year, on the average, students in the Title VII Bilingual Program, B.E.E. Component improved their relative standing when compared to others of their age group in the national standardization groups of the tests used with the exceptions noted above.

Interpretation of Data (continued)

An analysis of Table II indicates that at all three grade levels (1 through 3), and on both the Reading and Math subtests, students in the ESEA Title VII Bilingual Program, Spanish Component, scored positive and significant differences between their pre- and post-test scores. In other words, the end of the year on the average students in this program made positive gains in basic skills test designed for Spanish speaking students.

On the basis of the statistical analysis it can be concluded that the Title VII Bilingual Reading Program, Spanish Component was successful in meeting the needs of the target population and the stated objectives of the program at every grade level.

As was the case with the Early Childhood Program, it is recommended that the ESEA Title VII Bilingual Program staff meet to determine whether or not the content of the SAT Math Section is appropriately measuring those skills being taught in the program. In addition, it is recommended that a longitudinal study be made of the second grade students to determine whether by the end of the third grade positive differences between pre- and post-test scores are reported.

C. Non-Standardized Tests

Grade Level	Non-Standardized Native Language Test	Sub-Test
1-3	Comprehensive Test of Basic Skills (CTBS)	Word Recognition Reading, Vocabulary, Reading Comprehension.
1-3	Comprehensive Test of Basic Skills (CTBS)	Computation, Concepts, Application
K-3	Individual Profile (Inventory of Developmental Tasks)	Coordination, visual motor, visual perception, visual memory, auditory perception, auditory memory, Language, Conceptual, Cultural.

Inventory of Developmental Tasks (Individual Profile)

This test was developed by the Santa Clara Unified School District and identifies and diagnoses a child's proficiency in 60 developmental tasks in ten areas. Tasks cover: motor coordination, (11 items), visual motor performance (10 items), visual perception (9 items), visual memory (8 items), auditory perception (7 items), auditory memory (6 items), language development (5 items), and conceptual development (4 items).

It tests grade K-3 on an individual basis. A cultural assessment has been added to this profile. The Inventory of Developmental Task greatly facilitated the teacher's task of providing subject area activities within the child's ability level. Paraprofessionals in the program were trained in the use of the profile so as to become aware of the child's instructional level and assist accordingly.

It should be noted that the profile highlights the three areas of conceptual development, study of English and cultural awareness.

Since the basis for teaching each child is made from an individual prescription, the kind of materials selected and the activities planned were developmental and sequential.

TABLE I
TITLE VII BILINGUAL PROGRAM
B.E.E.
CORRELATED "T" TEST ANALYSES
PRE - POST TEST SCORES
(NCE)

GRADE LEVEL	TEST	SUB TEST	N[1]	PRE MEAN	S.D.	POST MEAN	S.D.	DIFF	"T" VALUE
KGN	Metro Readiness	Total Pre-Reading	71	16.62	11.45	25.98	20.55	9.36	3.74**
1	Metro Readiness	Total Pre-Reading	85	22.54	14.76	44.46	16.56	21.92	16.46**
		Math Readiness[2]	91	7.87	4.06	12.29	5.15	4.42	8.04**
2	CAT[3]	Comprehension	192	21.75	16.05	32.26	17.81	10.51	6.78**
		Phonetic Anal.	92	22.91	11.03	30.57	16.30	7.66	3.90**
	SAT[4]	Computation	99	33.74	18.04	36.07	18.62	2.33	1.26
		Concepts	96	35.21	15.75	34.51	21.97	-0.70	-0.40
3	SDRT[5]	Comprehension	90	20.79	11.15	30.83	11.83	10.04	9.18**
		Auditory Voc.	85	19.00	11.07	22.20	12.50	3.20	2.02*
		Phonetic Anal.	89	23.76	13.85	35.63	13.89	11.86	9.58**
	SDMT[6]	Computations	97	32.67	19.12	44.97	19.96	12.29	5.25**
		Concepts	97	32.98	14.98	40.48	18.29	7.49	3.98**
		Prob. Solv.	98	29.89	18.11	36.21	15.74	6.32	3.43**

[1] N = # of students for whom both Pre- and post-test data was available.

[2] Raw score analysis

[3] CAT California Achievement Test

[4] SAT Stanford Achievement Test

[5] SDRT Stanford Diagnostic Reading Test

[6] SDMT Stanford Diagnostic Math Test

* $p \leq .05$

** $p \leq .01$

TABLE II
TITLE VII BILINGUAL PROGRAM
B.E.E.
CORRELATED "T" TEST ANALYSES
PRE - POST TEST SCORES
COMPREHENSIVE TEST OF BASIC SKILLS
SPANISH EDITION

GRADE	SUB TEST	N[1]	PRE MEAN	S.D.	POST MEAN	S.D.	DIFF	"T" VALUE
1	Reading	95	21.92	10.12	35.27	16.94	13.36	9.84**
	Math	78	18.13	6.67	30.03	13.96	11.90	8.09**
2	Reading	93	39.61	15.53	51.60	11.37	11.99	10.25**
	Math	94	30.06	12.05	44.13	10.84	14.06	11.88**
3	Reading	102	34.14	13.76	46.49	14.09	12.35	12.21**
	Math	102	30.42	9.46	40.80	9.07	10.38	12.07**

[1] N = # of students for whom both pre- and post-test data was available.

* $p \leq .05$

** $p \leq .01$

III. FINDINGS OF PREVIOUS EVALUATIONS

The following are the recommendations made at the conclusion of the initial funding period of the Success Under Spanish Bilingual Education (S.U.B.E.), the E.S.E.A. Title VII Spanish Component for 1978-1979:

1. Recommendation: "SUBE's four years were very successful and it should be refunded so that it can continue to be a model bilingual program for other districts to observe and emulate."

   Findings: Refunding of the bilingual program with emphasis on the earlier years (BEE) leaves the district in the position to develop a program that will be a model of its kind.

2. Recommendation: "SUBE established a commitment in District 32 for bilingual education, as witnessed by the high enthusiasm of teachers, paraprofessionals, parents, school administrators, District Office personnel and administrators and Board of Education members. Continued funding will assist the District in continuing this commitment to high level bilingual education."

   Findings: The District's commitment to bilingual education continues. Establishment of parents' committees under the BEE guidelines may well have strengthened this aspect of the program.

3. Recommendation: "SUBE's professional staff is highly trained and intact (virtually the same staff over the four years of in-service training and masters' degrees in bilingual education) and refunding will assure a high level continuation of bilingual teaching."

   Finding: The staff remains professional and committed to its mission.

4. Recommendation: "Bilingual materials, supplies and equipment in both Spanish and English have been accumulated and developed by District #32 (including quantitites of Montessori materials) over the four years of SUBE's funding; therefore, continuing funding of this excellent program can make greater use of these materials for the benefit of children in need of these services."

Finding: The inventory of materials remains of high quality.

IV. FINDINGS AND RECOMMENDATIONS

A. PHYSICAL SETTING

The ESEA Title VII BEE classrooms are located within the main buildings of four elementary schools: P.S. 106, P.S. 116, P.S. 145, and P.S. 377. Each school has four BEE classrooms, K through 3.

For the most part, the rooms are spacious, well-kept, and reflect student work and current curricular themes. Some classes feature imaginatively designed spaces for individualized instruction. This is particularly true of the kindergartens, with their learning centers, listening and reviewing centers and partial learning centers.

Further alternative arrangements would be desireable, within budgetary restrictions, for all grades: news center, individual study spaces, arts centers, skills shelves, special reading chairs, and spaces for writing centers, carrels, etc.

B. MATERIALS AND EQUIPMENT

BEE teachers are by and large satisfied with the nature and quality of the materials that they received; materials relevant to curric-

ulum areas and specific grade levels were purchased. They do, however, see a need for some additional items, e.g., dictionaries of various types and language arts charts in both Spanish and English. Requested materials have been purchased and will be at schools the first month of the school year.

Materials designed to promote independent and individualized learning should be used in greater quantity and more freely, such as: Spellbinder System 80, DLM auditory perception training kits, sound filmstrips, bilingual stories kits, wipe clean cards, spirit master books, tachistoscopic teaching aids (Speed-i-o-scope), culturally relevant audiovisual materials (Serendipity cassette books, etc.). Teachers should also be encouraged to prepare more of their own material. Several teachers requested workshops for just such a purpose.

C. PERSONNEL AND INTERPERSONNEL RELATIONSHIPS

All the BEE teachers are fluent in Spanish and English, with the great majority being Spanish-dominant. They have, therefore, the skills necessary to conduct the components of the program in both languages. They range from one to six years of teaching experience, mostly in bilingual education.

The paraprofessionals are also bilingual (Spanish/English), although most are clearly Spanish dominant and more fluent in that language.

A more comprehensive picture of the instructional personnel might be obtained by use of the New England Multilingual/Multicultural Needs Assessment Survey form. The items dealing with professional preparation would give a broader picture of the teachers' potential

range of skills than the current forms, which deal only with bilingual training. (See Appendix for copy of this survey form.)

Student-teacher relations appear to be excellent. Teachers, for the most part, seem both relaxed and in control. Teachers and paraprofessionals cooperate effectively, while both groups behaved in a professional manner. The teachers plan the activities of the paraprofessionals, who are most commonly used to work with individuals and small groups of children.

Principals, and other administrative and supervisory personnel, appear to be supportive of the program -- an essential element for success. The Teacher Trainer and Component Coordinator are committed to bilingual education and readily are seen as crucial supporters of the program.

In order to coordinate and improve the instruction from several program sources into a comprehensive plan, and to clarify the roles of the Bilingual classroom teachers and paraprofessionals and the role of the Early Childhood teachers and paraprofessionals in the E.S.E.A. Title I/P.S.E.N. Program, a Position Paper on the Identification of Students With Limited English Proficiency in Bilingual Classrooms was developed. (See Appendix for copy.) The position paper was jointly developed by the E.S.E.A. Title VII Bilingual Program, Spanish Component Staff, and the Coordinator of the E.S.E.A. Title I/P.S.E.N. Program.

D. PROGRAM PROCEDURES

All BEE classes meet the basic definition of a bilingual instructional program. Instruction is offered in both Spanish and English, while culturally relevant themes are woven into the instructional pattern

of the classes.

E. TRAINING AND SUPPORT

The B.E.E. Teacher Trainer gave on-site individual workshops and technical assistance to teachers. There was general agreement among these teachers that this assistance was of substantial value. Regular workshops would be of benefit to the paraprofessionals, too.

F. PARENT INVOLVEMENT

Workshops for parents seem to have been well attended. The work of the ESEA Title VII Parent Advisory Committee, along with the more general activities of the Parents' Association, tend to involve parents more deeply in the education of their children. The opportunity for almost daily communication between parents and teachers pleases both groups. Successful workshops with first time articulation among all Bilingual Programs in District #32 (ESEA Title VII, Consent Decree, ESEA Title I Bilingual Methodology). Two Newsletters were distributed which demonstrated the cooperative efforts of all the ESEA Title VII Bilingual classes (K-3).

G. ADHERENCE TO PROGRAM GUIDELINES

The Component generally adhered to all program guidelines. However, some descrepancy was observed by one of the evaluators between the Component's goals and implementation in the area of second language development. Limited classroom observations by that evaluator revealed that the students were receiving instruction in Spanish almost one hundred percent of the time, in the lower elementary grades - Kindergarten and First Grade.

However, it should be noted that children at the Kindergarten and First Grade level are receiving instruction in English. Evidence showing progress of English acquisition is found in the part of this Final Evaluation Report entitled Testing Design and Analysis of Statistical Data.

Further details which have served to assist teachers and paraprofessionals who served participating students acquire English through a developmental approach, while at the same time reinforcing and developing skills in the native language, are found in the Position Paper, "Statement of Philosophy, Objectives and Methodologies To Be Used In Bilingual Classrooms for The Instruction of LEP Students", attached to this Evaluation Report.

The B.E.E. Coordinator is concerned that children improve their capacity to use both languages and, in the end, to make them fully educable in English. To that end, the Component Coordinator is reexamining the amount of instructional time to be given in either Spanish or English for next year.

IV. CONCLUSIONS AND RECOMMENDATIONS

B.E.E. is a new program, but it promises to be a successful one. Dedicated teachers and paraprofessionals cope cheerfully and effectively with large classes, a difficulty compounded by the high degree of student mobility in District #32. Competence and energy at the classroom level, moreover, are reinforced by the commitment of the Teacher Trainer, Component Coordinator, Deputy to the Superintendent for Funded Programs, and other District Office Personnel, should lead to the overcoming of problems.

These recommendations are offered to strengthem B.E.E. in the future:

1. BEE is off to a good start and certainly deserved to be continued.

2. BEE has inherited a commitment to bilingual education established by the previous SUBE Program. Continued funding will encourage the District in sustaining this commitment.

3. The philosophical and practical questions raised in III (G) will be remedied by reexamination by the Component Coordinator and teachers of the amount of instructional time given to both English and Spanish.

4. If at all possible, a lower teacher/student ratio would make any and all difficulties more manageable.

RATIONALE TO CONTINUE
THE ESEA TITLE VII BILINGUAL EDUCATION PROGRAM
SPANISH COMPONENT

In our professional opinion, after visitations of classrooms; interviews with teachers, paraprofessionals, parents, principals and coordinator/supervisor of the Spanish Component; statistical analysis of the Native Language in Reading and Mathematics based on pre- and post-test scores, the students' need to receive the special and unique services that the ESEA Title VII Bilingual Program offers them for a minimum period of three years.

The concept of grouping four years of schooling (K-3) into "The Primary Grades" is based on the theory of the "Child Developmental Approach". It is understood that children at this age level develop at different rates of speed in all areas: physical, social, emotional and intellectual.

As was evident from the first year, results of the statistical analysis of Math pre- and post-test scores, the children in grade 2 did not progress as others did in the other three grades (K, 1st and 3rd). The recommendation is for the ESEA Title VII Bilingual Program, Spanish Component staff to meet and re-evaluate the content of the SAT Math section, the skills taught in the program, and the approaches used in teaching these skills. This is to be done during the second year of the program. It is important for the success of the program to have a third year continuation in order to realize that all project students at all four grade levels (k-3) will receive such an instructional program as to show positive differences between pre and post test scores.

A discrepancy was noted between the goals of the component and their implementation in the areas of second language development. It was observed by the independent evaluator, that at the kindergarten and first grade levels students were receiving instruction in Spanish almost one hundred percent of the time. After consulting with program teachers, principals, parents and ESEA Title VII Bilingual Program, Spanish Component staff, it was clarified that first time kindergarten and first grade monolingual Spanish speaking project students were receiving instruction using such an approach (using native language almost 100% of the time). Furthermore, it is the professional opinion of all these educators and parents that by the end of the third year sufficient exposure to the program will allow project students to satisfy the Long Range Objective (1.5) stated in the proposal. This objective states that project students will develop the capacity to learn and function effectively through instruction in English and thus be truly bilingual.

To satisfy the Long Range Instructional Objective (1.4), as stated in the proposal, "to improve academic achievement in the curriculum areas and to decrease the incidence of failure", curriculum materials had been developed during the first year of the program. The materials that have been developed do not include all curriculum areas for all grades (K-3). A continuation of the program for a third year will allow for further development of curriculum materials for all subject areas at the four grade levels (K-3) during the second year, and implementation and evaluation of these materials during the third year.

E.S.E.A. TITLE VII BILINGUAL PROGRAM

SPANISH COMPONENT
BILINGUAL EARLY ENVIRONMENT (B.E.E.)

EXECUTIVE SUMMARY
1979-1980

Mrs. Elizabeth Gomez-Harper
Evaluator

I. PROGRAM DESCRIPTION

A. Objectives

BEE aims at providing a normal learning experience and academic progression for children of limited proficiency in English by instructing them in their native language. Its ultimate goal is to enable students to learn effectively in English.

B. Participants and Their Selection

Children testing under the 21st percentile on the LAB English version, or previously identified in school as deficient in English proficiency, are eligible for the program.

C. Program Activities

Workshops, as well as special individual assistance, help teachers enlarge their skills as bilingual educators. Workshops are also used to make partners in the program. Orientation and training programs are designed to advance the skills of paraprofessionals, who may also take classes at a local university.

D. Personnel

The BEE staff consisted of 16 Local Tax Levy bilingual teachers, 16 ESEA Title VII Bilingual paraprofessionals,

and 4 ESEA Title I/PSEN Program Bilingual paraprofessionals. There is also supplementary instruction by the ESEA Title I/ PSEN Program.

II. EVALUATION DESIGN AND METHODOLOGY

All classroom teachers and paraprofessionals were observed twice during the school year unannounced. BEE personnel, school administrators, and District Office personnel were interviewed. Children were tested on a pre and post basis and data analyzed.

III. FINDINGS

Generally, BEE classrooms are spacious and well kept and reflect current activities. Some show especially imaginative adaptation to their functions.

Materials are largely satisfactory, in the teachers' view, although a few would like to develop more of their own materials.

Relationships between teachers and students and paraprofessionals were excellent. Parents and school administrators were highly supportive of the program. The positive contributions of the Teacher Trainer have meant much to the success of the program.

IV. CONCLUSIONS AND RECOMMENDATIONS

BEE merits refunding on the basis of its first year record. It reflects the district's commitment to effective bilingual education. Reexamination of instructional time in English (in relation to Spanish) can only strengthen the program's adherence to its ultimate goal.

ESEA TITLE VII BILINGUAL EDUCATION PROGRAM
SPANISH COMPONENT

STATISTICAL ANALYSIS
1979-80

Dr. Alan Simon
Statistical Evaluator

Students in the Spanish Language Component of the ESEA Title VII Bilingual Program (B.E.E.) were administered the same evaluation tests as were their English-speaking counterparts in the other ESEA Title I/ PSEN Program. The results of the statistical analysis indicate that all grade levels positive and significant differences were found between the pre- and post-tests. In the second grade, Mathematics Component, the results were not significant which was a situation paralleling that found in the Early Childhood Component.

On the basis of the statistical analysis, it can be concluded that the Spanish Component was successful in meeting the needs of the target population and its stated objectives with the single exception noted above.

ESEA TITLE VII BILINGUAL PROGRAM

ITALIAN COMPONENT - AN APPROACH TO ITALIAN BILINGUAL EDUCATION
1979 - 1980

Submitted by: Dominick C. Romeo
Evaluator

I. PROGRAM DESCRIPTION

A. Objectives

The Italian Component of the ESEA Title VII Bilingual Program, is currently in its first year of a two-year grant award. Prior to the current funding, District #32 completed successfully, a five-year cycle of funding for Bilingual Education. The program was successfully implemented during FY 1978-79.

As in the previous years, the program is concentrated in two elementary schools, P.S. 86 and P.S. 123, and one junior high school, J.H.S. 162. In each school, there is one class per grade, K-6 at P.S. 86 and P.S. 123, and grades 7-9 at J.H.S. 162.

B. Prorgram Participants

Approximately 396 students participate in the program. Of these 328 are Italian dominant students, while 68 are English dominant students who participate in the program on a voluntary basis and through parental request and approval. These English dominant students function as peer models to the Italian dominant students in English Language Arts activities. The inclusion of these students has proven to be an effective one-to-one peer tutor model. By participating in the program, the English dominant students benefit from exposure and participation to a

second language and appreciation of another culture.

The following tables show the distribution of students by grade and school participating in the program:

NUMBER OF STUDENTS PER GRADE

School	K	1	2	3	4	5	6	7	8	9	Total
P.S. 86	22	19	30	28	26	-	26				150
P.S. 123	13	26	23	24	19	22	24				151
J.H.S. 162								35	31	29	95
											396

At each elementary school, the bilingual, self-contained classrooms are under the direction of a bilingual teacher. Three Educational Assistants were assigned as part of the program. Through the submission of a modification, three additional paraprofessionals were requested and assigned to the program. (See Personnel for details). Six paraprofessionals assist the classroom teachers. At J.H.S. 162, each class per grade follows departmentalized program, which is team taught by a team of regular classroom teachers. In total, there are 16 regular classroom teachers who are part of the district local tax levy budget and six paraprofessionals who are part of the ESEA Title VII Bilingual Program.

C. Program Goals and Activities

This year the focus of instruction in English Language Arts has been placed according to students' needs and grade level, in such areas as Oral Communication Skills and Reading Comprehension Skills as well as Study Skills. A greater emphasis has also been placed on the development of good writing skills in English. In the area of Italian Language Arts, the focus this year has been placed on the development of a more complex level of

fluency and writing skills, such as more complex sentence structures, paragraphs and letter writing skills.

Program implementation in each classroom and each building participating give evidence of conformity to the proposed objectives and activities approved by the grant, as well as to current bilingual philosophy and methodological practices.

English and Italian Language Arts are part of the daily instruction. The daily plan in these two areas follows a developmental sequence of concepts and skills according to students' needs and grade level. The sequential teaching of skills in each language is determined by the students' levels of proficiency. Thus, flexible grouping patterns as well as an individualized plan of instruction is used. Team teaching techniques have also been implemented. In the other subject areas such as Mathematics, Science, Social Studies, instruction is designed to help students successfully complete the required activities set forth for each grade by the New York City Syllabi in each subject area. The maintenance and development of Italian and American cultures is provided through a series of study units and activity packets based on each unit.

Participating students are mainstreamed for Music, Art, Physical Education, Assembly, lunch and other school activities.

D. Personnel

The bilingual staff of the Italian Component consists of one Coordinator, sixteen (16) regular classroom teachers, six (6) paraprofessionals. At the beginning of the school year there were two vacancies which had to be filled because the former teacher assigned as Coordinator was no longer available and the teacher trainer position was converted to a Bilingual

Guidance Counselor position. The district required that the Coordinators of the Spanish and Italian Components possess supervisory certificates and licenses so that the role would include more time for the improvement of instruction. The screening of candidates took some time, since final approval from Washington for all programs in New York City was later than in previous years. After an extensive search conducted by the Deputy to the Superintendent for Funded Programs (Director of the Program), and much assistance from Central Board personnel, a decision was made to change the position to "teacher assigned as Grade Advisor". Licensed Counselors qualified as "Italian BIlingual" could not be found.

During the course of the year, a modification was submitted to use the funds accrued because of the long delay in the processing of the two Coordinators and the Guidance Counselor positions. Three additional paraprofessionals were requested and granted thus bringing the total number of paraprofessionals from the origibal three to a total of six.

This evaluator has found both the administrative and teaching staff to be seriously committed to the program. (See Findings for more details.)

Classroom instruction and supervision of activites in the classroom are under the direct supervision of the bilingual teacher. The bilingual paraprofessionals work under the direct supervision of the bilingual teachers.

In each participating school, the Principal and/or Assistant Principals assist in the implementation and supervision of the program's activities. The Coordinator (a licensed Supervisor) works with building and district administrators and supervisors in the implementation, supervision and operation of the program under the direction and supervision of the Deputy to Superintendent for Funded Programs.

II. A. Evaluation Design and Methodology

The evaluation consisted of three basic elements:

1. Observation of program activities including classroom, training sessions, staff planning meetings, workshops, etc.
2. Interviews with program and district personnel relevant to the project, students, parents and teachers associated with the program as well as non-program individuals such as non-participating students, non-bilingual parents, etc.
3. Pupil testing and analysis of the data.

Classroom observations and visits were not announced prior to the actual visit to either Principals or parties concerned. This approach allowed this Evaluator to observe everyday on-going activities as they are conducted without the influence of extra preparation for special activities and afforded the evaluator a random sampling of normal daily activities. (See Appendix ____for sample Observation Forms).

Interviews

Each classroom teacher, program's Coordinator, building Principals and other relevant personnel was interviewed. Parents and students were also interviewed for the purpose of gathering information and views on the effectiveness of the program, needs and suggestions for changes and recommendations on the continuation of the program. (See Appendix ____ for sample of Interview Forms).

All students participating in the program have been pre-tested in October and post-tested in May-June in both English and Italian in each of the objective areas with both standardized tests and New York City developed assessment instruments, as required by the proposal and as indicated in the evaluation design of the proposal.

B. Testing Design and Analysis of Statistical Data

In accordance with the mandates of the State Education Department and of the Evaluation Design contained in the official District #32 Program Description, the Italian Component of the ESEA Title VII Bilingual Program was evaluated using USOE Model A-1 Design. All test scores were converted into NCE's by computer for analysis. (A description of NCE scores can be found in the Introduction to the Title I/PSEN Evaluation Report).

Figure A below has been extracted from the Official Program Description and lists all of the tests given in each of the grades of the Italian Component.

FIGURE A
ESEA TITLE VII BILINGUAL PROGRAM
ITALIAN COMPONENT
STANDARDIZED TEST LIST
(PRE-POST)

GRADE LEVEL	STANDARDIZED TEST	SUB TEST
Kindergarten	Metro Readiness	Total Pre-Reading
1	Metro Readiness	Total Pre-Reading Math Readiness
2	California Achievement Test	Comprehension Phonetic Analysis
	Stanford Achievement Test	Computation Concepts
3 - 9	Stanford Diagnostic Reading Test	Comprehension Auditory Vocabulary Phonetic Analysis
	Stanford Diagnostic Math Test	Computations Concepts Problem Solving

The results of the statistical analysis of pre- and post-test scores at each of the grade levels in the program are presented in Tables I and II.

It should be noted, that at each grade level the standardized test administered to the ESEA Title VII Bilingual Program students were identical to those administered to students in the ESEA Title I/PSEN Early Childhood Programs, Reading Programs, and Mathematics Program.

In addition to the statistical analysis presented in Table I, an Italian Language Arts Test was administered to the Italian Component participants in Grades 1 through 9. The pre-post analysis of this aspect of the evaluation is presented in Table II.

Interpretation of the Data

An examination of Table I indicates that at most grade levels positive and significant differences were found between the pre- and post-test scores. Further examination indicates that on a number of grade levels, significance was not reached between pre- and post-test scores on selected sub-tests, although most differences were positive. An exception was found at the seventh grade where differences in both reading and math were negative and for the most part significant. While the seventh grade is usually one where students experience difficulties, it is recommended that program staff conduct an examination of the test, curriculum and methods of instruction to determine an explanation of these results.

An examination of the eighth grade results for those students should be conducted to determine improvement after an additional year of instruction. It should be noted, of course, that the ESEA Title VII Bilingual students is one who frequently experiences difficulty on standardized tests designed for mono-lingual English-speaking students.

An analysis of Table II indicates that in Grades 1, 2, 5, 6, 8, and 9 grow in Italian Language Arts was both positive and significant. Grades 4 and 7 the results were positive, however, the difference was not large enough to be considered significant. Only in Grade 3 was there a slight negative difference between the pre- and post-test and this difference was not large enough to be considered significant.

On the basis of the statistical analysis, it can be concluded that the ESEA Title VII Bilingual Program was successful in meeting the needs of the vast majority of its target population as well as meeting the program's stated objectives.

TABLE I

TITLE VII BILINGUAL PROGRAM
ITALIAN COMPONENT
CORRELATED "T" TEST ANALYSES
PRE - POST TEST SCORES
(NCE)

GRADE LEVEL	TEST	SUB TEST	N[1]	PRE MEAN	S.D.	POST MEAN	S.D.	DIFF	"T" VALUE
KGN	Metro Readiness	Total Pre-reading	36	21.20	16.81	46.59	23.05	25.39	10.93**
1	Metro Readiness	Total Pre-reading	31	36.44	13.69	56.89	12.90	20.45	7.80**
		Math Readiness [2]	31	11.58	3.77	15.81	4.00	4.23	6.04**
2	CAT [3]	Comprehension	45	42.96	11.39	49.43	14.79	6.46	2.80**
		Phonetic Anal.	21	38.42	18.79	50.16	15.99	11.74	3.90**
	SAT [4]	Computation	24	41.55	14.82	54.19	20.60	12.65	2.42*
		Concepts	13	35.92	10.44	44.05	19.29	8.13	1.77
3	SDRT [5]	Comprehension	25	47.88	19.88	52.15	15.32	9.27	4.56**
		Auditory Voc.	25	39.44	15.70	51.59	23.75	18.15	4.46**
		Phonetic Anal.	25	44.92	16.17	53.84	16.61	8.92	4.52**
	SDMT [6]	Computations	30	39.30	19.86	61.05	17.71	21.74	5.38**
		Concepts	30	44.27	23.63	63.97	20.33	19.70	5.32**
		Problem Solv.	30	43.54	22.89	58.57	21.38	14.98	4.21**
4	SDRT	Comprehension	47	46.05	17.45	48.83	16.52	2.78	1.39
		Auditory Voc.	46	36.99	20.74	43.29	19.65	6.30	2.14*
		Phonetic Anal.	47	46.22	15.59	51.03	19.92	4.81	1.98
	SDMT	Computations	50	41.05	18.00	57.54	22.66	16.49	5.43**
		Concepts	50	43.68	19.75	54.73	21.71	11.05	3.78**
		Problem Solv.	50	38.03	21.28	49.35	23.17	11.32	3.26**

1 N = # of students for whom both Pre- and Post-test data was available
2 Raw score analysis
3 CAT California Achievement Test
4 SAT Stanford Acheivement Test
5 SDRT Stanford Diagnostic Reading Test
6 SDMT Stanford Diagnostic Math Test
* $p \leq .05$
** $p \leq .01$

TABLE I

PAGE 2

TITLE VII BILINGUAL PROGRAM
ITALIAN COMPONENT
CORRELATED "T" TEST ANALYSES
PRE - POST TEST SCORES
(NCE)

GRADE LEVEL	TEST	SUB TEST	N [1]	PRE MEAN	S.D.	POST MEAN	S.D.	DIFF	"T" VALUE
5	SDRT [5]	Comprehension	42	40.60	15.67	45.05	18.24	4.44	1.70
		Auditory Voc.	41	33.57	16.57	39.07	14.76	5.50	3.23**
		Phonetic Anal.	42	45.33	19.73	47.91	19.96	2.58	1.43
	SDMT [6]	Computations	51	45.55	27.87	57.51	20.12	11.96	4.34**
		Concepts	51	41.29	20.29	48.32	16.95	7.03	3.50**
		Problem Solv.	51	40.78	27.88	51.38	18.71	10.60	4.55**
6	SDRT	Comprehension	23	40.18	20.43	43.65	21.35	3.47	0.90
		Auditory Voc.	23	39.07	19.60	49.30	19.22	10.22	2.00
		Phonetic Anal.	23	41.07	13.39	43.74	11.06	2.67	1.08
	SDMT	Computations	25	41.30	18.22	53.09	20.38	11.80	2.91**
		Concepts	25	35.63	20.92	46.17	15.53	10.54	2.46*
		Problem Solv.	25	38.88	21.61	46.67	22.06	7.80	1.80
7	SDRT	Comprehension	25	54.44	23.51	44.69	15.14	-9.75	-2.42*
		Auditory Voc.	25	39.38	14.57	37.70	18.10	-1.69	-0.42
		Phonetic Anal.	25	49.54	11.17	42.21	17.09	-7.33	-2.74*
	SDMT	Computation	24	59.48	16.30	48.40	17.29	-11.08	-2.63*
		Concepts	24	51.76	17.94	40.08	11.37	-11.68	-3.25**
		Problem Solv.	24	52.88	23.66	41.92	14.52	-10.96	-2.07*
8	SDRT	Comprehension	34	34.82	11.77	41.34	6.90	6.51	4.46**
		Auditory Voc.	34	28.63	8.60	38.39	12.40	9.76	4.99**
		Phonetic Anal.	34	45.53	15.92	54.44	12.87	8.91	4.23**
	SDMT	Computation	32	39.84	15.81	49.45	13.94	9.62	3.41**
		Concepts	32	32.24	12.41	41.30	12.14	9.06	3.62**
		Problem Solv.	32	32.15	13.27	45.07	16.71	12.92	3.98**

[1] N = # of students for whom both Pre- and Post-test data was available.
[2] [3] Raw score analysis
CAT California Achievement Test
[4] SAT Stanford Achievement Test
[5] SDRT Stanford Diagnostic Reading Test
[6] SDMT Stanford Diagnostic Math Test
* p ≤ .05 ** p ≤ .01

TABLE I

TITLE VII BILINGUAL PROGRAM
ITALIAN COMPONENT
CORRELATED "T" TEST ANALYSES
(NCE)

GRADE LEVEL	TEST	SUB TEST	N[1]	PRE MEAN	S.D.	POST MEAN	S.D.	DIFF	"T" VALUE
9	SDRT	Comprehension	26	42.13	9.13	48.68	9.94	6.55	5.01**
		Auditory Voc.	26	33.54	8.54	43.19	11.22	9.65	4.15**
		Phonetic Anal.	26	45.39	7.46	50.91	11.18	5.52	2.91**
	SDMT	Computation	24	50.95	17.27	50.42	12.99	-0.53	-0.13
		Concepts	24	39.97	14.17	42.43	13.23	2.46	0.75
		Problem Solv.	24	42.03	14.45	47.72	12.45	5.70	2.02

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[1] N = # of students for whom both Pre- and Post-test data was available.

[2] Raw score Analysis

[3] CAT California Achievement Test

[4] SAT Stanford Achievement Test

[5] SDRT Stanford Diagnostic Reading Test

[6] SDMT Stanford Diagnostic Math Test

* p ≤ .05

** p ≤ .01

TABLE II
ITALIAN COMPONENT
CORRELATED "T" TEST ANALYSES
PRE - POST TEST SCORES
ITALIAN LANGUAGE ARTS

GRADE	N[1]	PRE MEAN	S.D.	POST MEAN	S.D.	DIFF	"T" VALUE	
1	7	10.14	2.90	15.43	5.39	5.29	1.99	
2	17	16.71	5.95	21.41	5.13	4.71	4.64	**
3	15	14.73	4.27	14.33	3.22	-0.40	-0.33	
4	28	17.25	5.15	19.11	7.39	1.86	1.46	
5	27	14.30	5.00	21.52	7.21	7.22	5.21	**
6	23	15.78	6.54	25.78	4.90	10.00	9.57	**
7	20	17.82	6.49	20.29	9.29	2.46	1.89	
8	30	27.30	8.64	39.00	5.49	11.70	8.44	**
9	24	22.25	9.79	31.08	8.58	8.83	8.99	**

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[1] N = # of students for whom both pre- and post-test data was available.

* $p \leq .05$

** $p \leq .01$

III. Findings of Previous Evaluations

At the completion of its five-year cycle, the AVANTI program was recommended for a continuation with a new focus to meet two pressing needs which were addressed under the new proposal and developed further. They were:

1. Parental training

Although much parent training had been accomplished and the response had been good, a survey, conducted at the end of FY 78-79 showed that 78% of parents of participating students in the AVANTI program had achieved a 5th grade level of formal education. Such parents could offer very little help to their children at home with their school work. Also, because of their limited education, parental attitudes tended to influence directly a low level of aspiration in the children. The survey showed that AVANTI students' aspirations reflected parental work orientation, bluecollar jobs or small merchants enterprizes. Thus it was recommended that funding be sought under supporting services for parental involvement and training.

The recommendation was implemented by including a parental component under the new proposal and the objectives outlined have been implemented. Parent workshops have been held once a week by the community liaison person, and the ESEA Title VII Component's Coordinator. Parent workshops have been offered in the following areas:

a. ways for parents to help their children at home
b. awareness and parental response to the 1980 Census
c. parental involvement in school related activities
d. function and responsibilities of Parent Advisory Council
e. information workshops to parents on what to look for in a parent/teacher conference.
f. information workshops to parents on the current ESEA Title VII Proposal.

English as a Second Language is offered to parents in need of English Language proficiency. One session is offered on Mondays in one school and another session is offered on Wednesday in the other elementary school.

2. Career Awareness

The survey showed that 90% of the Italian Bilingual Students' parents were bluecollar workers or small merchants in the immediate neigborhood. The Italian Bilingual students aspirations, reflected the parental orientation. Thus a recommendation was made to continue and expand the career awareness program that had been instituted at the 9th grade level at the participating junior high school. It was recommended that such a program be conducted by professionals. To meet this need and recommendation, a guidance counseling component was added to this year's proposal and a Bilingual Guidance Counselor position was funded. However, after an extensive search by the Deputy to Superintendent and assistance from Central Board personnel, it was decided to change the position to "Teacher Assigned as Grade Advisor". Licensed Counselors who were qualified "Italian Bilingual" could not be found.

The supportive services were implemented late in the year because the ESEA Title VII Programs, City-Wide, were approved for funding in October. In addition, time was required to recruit, interview and process personnel consistent with S.E.D. requirements and New York City Board of Education policy. However, at the time of the writing of the Interim Report, the position had been modified and filled. Services were being provided in this area and according to the recommendations made in the Interim Report. This point will be further developed under training.

3. Materials Development

The development of appropriate materials and/or purchase of existing materials on parent training and career awareness was presented a final recommendation in last year's report. This recommendation has been met and this point will be developed more fully under Findings-Materials and Equipment.

IV. FINDINGS

A. Physical Setting

As reported in the Interim Report, this evaluator has consistently observed that each building provides a comfortable environment for children to learn. Each building housing the program manifests a high standard of cleanliness and maintenance. The cheery decorations adorning the classrooms are mostly done by the students themselves. These decorations reflect a bicultural theme. Student work and projects are also displayed. Timely and appropriate bulletin boards reflect instructional and cultural activities.

B. Materials and Equipment

This year, materials have been steadily increasing in areas in which specific needs have arisen such as English Language Reading, Italian Language Reading and Culture and in the two recommended areas: Parental training and Career Awareness. The material ordered is of good quality, appropriate grade level and attractive lay-out.

All of the materials ordered are available in both English and Italian languages.

C. Personnel and Interpersonal Relationships

Worthy of repetition is the commitment that this evaluator has observed on the part of the administrative and instructional staff. They are not

only genuinely interested in the welfare and academic achievement of their students but the commitment is evident in the long hours after-school spent by teachers, administrators and parents to the preparation of the Italian Bilingual students for the various activities and performances and contests held during the year. Admirable efforts have also been made to integrate cultural activities in the total school setting and participation of the entire school body in many of the activities.

The serious commitment to the students and to the philosophy of the program extends to administrators and district and building level. Building supervisors offer training on an on-going basis through observations, teacher conferences, faculty conferences, or as the need arises. District Superintendent, Deputy to Superintendent for Funded Programs, (Director of the Program) are recognized advocates for Bilingual Education and have attended State and National BIlingual Conferences not only as paticipants, but as invited speakers and moderators on panels, workshops and symposia dealing with Bilingual Education and have presented the District's model as replicable programs.

Teacher and paraprofessional relationships with students are very positive. This evaluator has observed a very warm and trustworthy relationship between teacher and students, students and teachers, paraprofessionals and teachers, and paraprofessionals and students.

The Bilingual Coordinator enjoys the support of Central Office Administration as well as the support of building principals and teachers under his supervision. The Coordinator is also a recognized advocate of Bilingual Education and has been President of the Italian Bilingual Educators Association (IBEA), since 1979. This organization, under his leadership has carried out very successful Bilingual Conferences celebrated

in conjuction with Italian Culture Week.

D. Program Procedures

Program implementation in the participating classrooms in each building give evidence of conformity to both bilingual philosophy, program guidelines and proposal objectives. Daily instruction takes place in both English and Italian Language Arts. The daily plan of instruction follows a developmental sequence of concepts and skills according to grade level and students' needs. The sequential teaching of skills in each language is determined by proficiency levels of the students. Therefore, an individualized plan of instruction, as well as flexible grouping patterns are used in the program.

Where and when necessary, team teaching techniques have also been implemented. This year, instruction has focused on Oral Communication Skills and Reading Comprehension Skills as well as Study Skills. Greater emphasis has also been placed on the development of Writing Skills in English. In the Italian Language instructional program the focus this year has been on the development of more complex oral and written language skills. Letter writing skills in Italian has been accented. Many Italian Bilingual students are able to communicate in writing with their grandparents and relatives in Italy and throughout the United States.

A students' newsletter at various grades, and one at District-wide level continue to be noteworthy Language Arts activities.

E. Cultural Activities

Throughout the year, many outstanding cultural activities have taken place. Some of the highlights were:

1. The Celebration of "Carnevale".

This cultural holiday is celebrated in all of the participating schools with outstanding assembly programs and classroom activities for which many hours of preparation on students' performances, making of costumes and refreshments are given by students, teachers, administrators and parents. This cultural theme is covered in the instructional plan as a study unit under the Cultural Instructional Program in each class. Many of the celebrations for this event have been stored on videotape and the tapes are available for students and community use.

2. Publicity and Coverage of the event and the program continues to be as high as in the past years. Newspaper articles have appeared in local English dailys as well as in the Italian language city-wide newspaper "Il Progresso".

3. Many in-school and district-wide activities were planned and carried out. For the celebration of "Carnevale", parental attendance was very high; local school board members as well as local community leaders and district administrators were present. Outstanding Spanish leaders also took part in the celebrations.

4. T.V. coverage was offered by Channel 47 Italian Language Program to the events covering Carnevale in the three schools.

5. Italian Bilingual students were represented in the planning committee for the celebration of Italian Culture Week in April.

6. Students from the three participating schools performed at City Hall during the celebrations of Italian Culture Week.

7. At the Proclamation Ceremonies for Italian Culture Week held at City Hall by Mayor Koch, District #32's Italian Bilingual students performed songs and provided

entertainment for such distinguished guests as the Italian Consul General, the City Comptroller, the Board of Education of NYC President, the City Council Majority Leader and many other distinguished guests.

8. On April 12, 1980, the Italian Bilingual students performed at the Italian Bilingual Conference held at Pace University and sponsored by the Italian Bilingual Educators Association (IBEA).
9. In May of this year, students participating in the program performed while others participated as exhibitors of the Italian Bilingual Program and materials, at the Italian Parents Bilingual Conference sponsored by the State Education Department which was held at Pace University.
10. The Italian Bilingual students performed to Senior Citizens groups in the community.
11. Many outstanding students have competed for scholarship awards, city-wide poetry contests and other competitions reaping many awards commendations. Worthy of note is the fact that each participating school had students who received awards. A gold medal was awarded by the Italian Teachers Association to several district #32 Italian Bilingual students. Money Bonds were awarded to several other Italian Bilingual students by the Italian Bilingual Educators Association and Columbia University gave an Academic Excellence Award to students from the program.
12. An Italian Dictation and Pronunciation Contest was held in the district, and students from all three participating schools took part.

F. Training

Through a Needs Assessment Questionnaire distributed to sixteen (16) teachers, the district assessed needs for staff development. Out of thirteen (13) questionnaires returned, eight teachers indicated that they had a Master's Degree in Bilingual Education, three in Italian History, one in Italian Literature and one in Administration and Supervision of

Bilingual Programs. Of the four who do not have a Master's Degree in Bilingual Education, two have expressed a desire to take some courses in that area. The majority of the Italian Bilingual Teachers have received Master's in Bilingual Education through funding made possible by the previous ESEA Title VII program five-year cycle.

Community School District #32 has established communication with several universities. These Universities will give training in Bilingual Education on an undergraduate/graduate level to any project personnel who wish to enroll in such a program and who qualify.

Since there is no provision for a Teacher Trainer this year, the training was assumed by the Coordinator of the Program.

Building level supervision, training and assistance was carried out by the Principal or his/her designee on a daily basis in all of the participating schools. In addition, on-site training was offered through a district-based in-service training program in classroom management, individualized instruction, and methodology of small group instruction, so that the bilingual staff could better implement the goals and the objectives of the program. According to the Staff Development Information Questionnaire, the teachers indicated a need for training in the area of Career Education, instruction and curriculum development. These needs were met by the Coordinator who is a licensed supervisor and by professionals from various career fields.

Parental training has been carried out during the year and the focus of the workshops and meetings have been described under Findings of Previous Evaluations, 1) Parental training in detail.

G. Parental Involvement

As in previous years, parental involvement in the Italian Component of the ESEA Title VII Bilingual Program continues to be as high as it has been in the past. Parents attend the regularly scheduled Parent Advisory Committee meetings, as well as Parent-Teacher Association meetings. Two participating elementary schools have bilingual parents represented on the school's P.T.A. Executive Board level. Parent participation and coordination in the preparation of cultural activities already alluded to in this report, continued to be as high as in the past years. Noteworthy, this year was the heavy representation and participation of District #32 parents in the Italian Parents Bilingual Conference held at Pace University and sponsored by the State Education Department. Also worthy of note is that District #32 parents were also represented in the State-wide Bilingual Parent Advisory Council. This evaluator observed that parents of participating children are pleased with the bilingual program and look forward to its continuation.

H. Dissemination

As in the past, efforts are being made to disseminate the program's objectives and goals as well as its successes. This is accomplished through a variety of channels. Articles have appeared in local papers, T.V. coverage and district newsletter. Many of the participating students have developed a class newsletter which is also coordinated with the English and native language arts writing acitivities in the classroom. A number of other bilingual programs have adopted this model for their own programs.

RECOMMENDATIONS

1. Many of the activities proposed on the career segment have been implemented.

As the Bilingual Grade Advisor becomes aware of students' needs, continue to service and design activities to meet these needs. Such activities should continue to be carried out with the students through the Educational Assistants.

2. Staff training needs in the area of teacher training for classroom teachers in career education instruction and curriculum development should be continued and accomplished by both the Coordinator and the Grade Advisor (now replacing the teacher trainer) by:

   a. Conducting workshops with teachers and paras with the assistance of Central Board Resource Personnel. The Coordinator should continue to periodically visit the schools and give resource assistance to the teachers and the paraprofessionals.

   b. Continue to search out materials available on the market, such as A/V kits in career awareness, etc., that can be purchased and to search for funding for such purchases. It is recommended that teachers be trained on the effective use of such materials in their classrooms, and modified to fit specific needs of students.

   c. Continue the contacts made with the various Regional, City and State Bilingual Resource Centers for materials available on Career awareness and educational techni-assistance personnel who can be requested to provide the services needed.

   d. Continue to explore local resources and keep up the contacts with local police, fire, hospitals and other community agencies to send representatives to the schools to be speakers and present to students their needs for bilingual personnel to effectively offer their needed services to a multi-lingual community such as the one in which School District #32 is located.

e. Continue to seek out representatives of Italian agencies such as Ital Vision, Olivetti, Italian Trade Commission, Alitalia Airlines, Italian Wine Trade Commission to offer on-site visits to their facilities and request for materials, possible trips and speakers.

f. Continue to invite local professionals and merchants with a bilingual/bicultural background to come to the schools as speakers to acquaint students with the fields they have found offer success and fulfillment.

Based on this evaluator's findings herein reported, the parental satisfaction with the program, and the efforts made to implement the supportive services (even though they were implemented late in the year because of late approval in October and delay in processing of personnel), this evaluator recommends that the program be continued, so that all the activities implemented can have the instructional impact on the students as stated in the proposal and approved by the grant award.

RATIONALE TO CONTINUE
THE ESEA TITLE VII BILINGUAL EDUCATION PROGRAM
ITALIAN COMPONENT

For educational and evaluative purposes, the two year grant assigned to this program will not be sufficient in meeting all the objectives and goals stated in the proposal. Due to the insurmountable constraints, caused by delays in the funding and approval of the program by the Office of Education, several objectives will not be achieved by the end of the two year funding period of June, 1981.

An examination of the first year results of the statistical analysis of pre and post-test scores at each of the grade levels in the program indicates that overall the project students made slight gains. More importantly, this leads to the recommendation that the program staff conduct an examination of the test used for evaluation, as well as curriculum and methods of instruction, in order to provide students with significant gains in the first and second Long Range Instructional Objectives stated in the proposal. With this recommendation implemented during the second year of the grant award, the need for a third year extension will assist project students in functioning on grade level in the English Language Arts and in the Mathematics skills.

The concept of Guidance in Bilingual Education is a new and progressive aspect which is a dominant part of the Italian Component. To successfully meet the Long Range Objectives of, a) 70% of the project students will exhibit positive learning behavior patterns; and b) 80% of the project students will demonstrate ability to evaluate own strengths, interests and skills, and set priorities for themselves.

The following will be needed: the organization of career resource centers in three different schools; the development of career education in all subject areas; and the formation of a dropout prevention program at the Junior High School level. Such high achievable objectives will be realized in a three year educational program, which will offer the opportunity of measuring such activities through gradual improvement in students' classroom behavior, students' homework and other tasks' completion, students' involvement in extra curricular activities, percentage of students completing Junior High School and continuing to High School, etc.

For all the above reasons, it is the professional opinion of the evaluation team, that the Italian Component be continued for a three year period.

E.S.E.A. TITLE VII BILINGUAL PROGRAM

ITALIAN COMPONENT
AN APPROACH TO ITALIAN BILINGUAL EDUCATION

EXECUTIVE SUMMARY
1979-1980

Dr. Dominick C. Romeo
Evaluator

I. PROGRAM DESCRIPTION

A. Objectives

The Italian Component focused this year on instruction in English Language Arts according to students' needs and grade level, in such areas as Oral Communication Skills and Reading Comprehension Skills, as well as Study Skills. A greater emphasis has also been placed on the development of good Writing Skills in English. In the area of Italian Language Arts, the focus this year has been placed on the development of a more complex level of fluency and writing skills, such as more complex sentence structures, paragraphs and letter writing skills.

B. Participants and Their Selection

Approximately 396 students participated in this program. Of these, 328 were Italian dominant students, while 68 were English dominant students who participated in the program on a voluntary basis and through parental request and approval.

C. Program Activities

English and Italian Language Arts were part of the daily instruction. The daily plan in these two areas followed a developmental sequence of concepts and skills according to students' needs and grade level.

Flexible grouping patterns, as well as an individualized plan of instruction was used. Team teaching techniques were also implemented. In the other subject areas, instruction was designed to help students complete the required New York City Syllabi. The maintenance and development of Italian and American Cultures was provided through a series of study units and activity packets based on each unit. Participating students were mainstreamed for Music, Art, Physical Education, Assembly, Lunch, and other school activities.

D. Personnel

The bilingual staff consisted of one coordinator, sixteen (16) regular classroom teachers, and six (6) paraprofessionals.

II. EVALUATION DESIGN AND METHODOLOGY

The evaluation contained these three elements:

A. On-site school observations of program activities, including classroom training sessions, staff planning, meetings, workshops, etc.

B. Interviews with program and district personnel relevant to the project, students, parents, and teachers associated with the program, as well as non-participating students, non-bilingual parents, etc.

C. Pupil testing and statistical analysis of the data.

III. FINDINGS

Each building housing the program manifested a high standard of cleanliness and maintenance, cheery decorations adorned the classroom, mostly done by students themselves, which reflects a bicultural theme. Timely and appropriate bulletin boards reflected instructional and cultural activities.

Materials have steadily increased this year in English Language Reading and Culture and especially in Parental Training and Career Awareness. All materials were of good quality, appropriate grade level and attractive lay-out. All of the materials ordered were available in both English and Italian Language.

Teachers, administrators, parents, and students showed serious commitment to the philosophy of the Italian component goals. Relationships between teachers, paraprofessionals and students were very positive. Many outstanding cultural activities took place during the school year.

Training of teachers and paraprofessionals was assumed by the coordinator of the program. Parent training was also carried out this year.

IV. CONCLUSIONS AND RECOMMENDATIONS

Many of the activities proposed on the career segment were implemented. Staff training needs in the area of teacher training for classroom teachers in career education instruction and curriculum development should be continued by:

A. Conducting teacher workshops.
B. Continuing to search out commercial materials for purchase and training teachers in their use.
C. Continue contacts with Regional, City and State Bilingual Resource Centers for Career Awareness materials and technical assistance and services.
D. Continue to explore local resources for possible speakers to show students need for bilingual personnel needed in Multilingual communities, such as Community School District #32.

Based on the above evaluation, the evaluator recommends that the Italian Component be continued.

ESEA TITLE VII BILINGUAL EDUCATION PROGRAM
ITALIAN COMPONENT

STATISTICAL ANALYSIS
1979-1980

Dr. Alan Simon
Statistical Evaluator

Students in the Italian Language Component of the ESEA Title VII Bilingual Program were administered the same evaluation tests as were their English-speaking counterparts in the ESEA Title I/PSEN Program. The results of the statistical analysis indicate that most grade levels, (K through 9), positive and significant differences were found between the pre- and post-tests. In the second grade, Mathematics Component, the results were not significant which was a situation paralleling that found in the Early Childhood Component.

An analysis of the statistical findings for the Italian Component indicate that in the vast majority of situation positive and significant differences were found between pre- and post-tests. The few exceptions to this generalization to a great extent parallel that which was found in the English-speaking ESEA Title I/PSEN Program. (Most notable among these were the negative results found at the seventh grade level). On the basis of the statistical findings, it can be concluded that the Italian Component was successful in meeting the needs of its target population and its stated objectives with the exceptions noted.

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EDUCATIONAL INFORMATION

University of Utah	1955-58	Ed. D. Major - Administration and Curriculum
New York University	1954-55	30 credits Administration
Queens College of the City University of New York	1952 -54	M.A. Major - Administration and Curriculum
State University of New York at Oswego	1948-51	B.S. Major Elementary Education
Brooklyn Technical H.S.	1942-46	Academic Diploma

PROFESSIONAL EXPERIENCE:
(Full-Time)

Queens College of the City University of New York	1979 - Present	- Director of Environmental Education
	1969 - Present	- Professor of Education
	1969-1977	- Associate Dean of Teacher Education
	1966-69	- Assistant Dean of Teacher Education and Associate Professor of Education
	1962-66	- Chairman, Elementary Education Department
	1958-62	- Assistant Professor of Education
University of Utah	1955-58	- Instructor in Education
Public Schools, Great Neck, New York	1951-55	- Elementary School Teacher and Science Coordinator

R E S U M E

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PROFESSIONAL EXPERIENCE
(Part-Time)

Community School District #32 Brooklyn, New York	1976-present	- Chief Evaluator for State and Federally Funded Programs
Queens College of the City University of New York	Summer 1975	- NSF Leadership Specialist Project in Innovative Science Programs
Public Schools of Port Chester, New Hyde Park, East Williston, Floral Park, North Shore, Glen Cove, Jericho, North Merrick, New York City (all in New York State)	1955-present	- Science Consultant, conducted science workshops for teachers and administrators, and initiated and supervised innovative science programs including SCIS and OBIS.
Kenwal Country Day School Melville, New York	1972-74	- President and Co-Director
University of Utah	Summers '67,'70,'72	Conducted workshops in science and questioning for teachers and administrators
Long Island University, C.W. Post Campus, N.Y.	1966-69 (summers included)	Adjunct Professor in Science Education
Hofstra University, N.Y.	1962-66 (summers included)	Adjunct Professor in Science Education
Adelphi University, N.Y.	1961-62 (summers included)	Adjunct Professor in Science Education
State University of New York at New Paltz	Summer 1960	Adjunct Professor in Science Education

OTHER RELEVANT EXPERIENCES

University of California at Berkeley	March 1977	Panel of Science Experts to evaluate SCIS Program for NSF
	May 1976	Participant in Development and Dissemination of Health Activities Program
	March 1975	Participated in Outdoor Biology Instructional Strategies (OBIS) Implementation Program
	June 1968	Participated in Science Curriculum Improvement Study (SCIS) Implementation Program
Public Schools, Jericho, New York	1961-67	Elected Member and President of Board of Education
Charles E. Merrill Publishing Company, Columbus, Ohio	1955 - present	Consulting editor and reviewer of manuscripts
Texture Films, New York City	1974 - present	Consultant and reviewer of films and filmstrips
Harcourt Brace Jovanovich, New York City	1974 - present	Consultant, author, reviewer of manuscripts in Science
National Science Teachers Association Washington, D.C.	1968 - present	Consultant, book reviewer for Science and Children, Science Teacher and other publications

PUBLICATIONS - BOOKS

Teaching Science Through Discovery, (Fourth Edition) Charles E. Merrill Publishing Co., Columbus, Ohio, 510 pages, Copyright 1980, 1975, 1970, 1964.

Teaching Modern Science, (Third Edition), Charles E. Merrill Publishing Co., Columbus, Ohio, 422 pages, copyright 1980, 1975, 1970.

Discovery Activities for Elementary Science, Charles E. Merrill Publishing Co., Columbus, Ohio, 288 pages, copyright 1980.

Concepts in Science - Curie Edition - Elementary Science Series First to Sixth Grades , Harcourt Brace Jovanovich, Inc., New York, copyright 1980.

Teacher's Edition Concepts in Science- Curie Edition - Elementary Science Series First to Sixth Grades, Harcourt, Brace, Jovanovich, Inc., New York, copyright 1980.

On My Own, Curie Edition -Levels 3 - 6 Duplicating Master Science Investigations, Harcourt, Brace Jovanovich, Inc., New York, Copyright 1980.

Instructor's Manual to Accompany Teaching Science Through Discovery, (Fourth Edition) and Teaching Modern Science (Third Edition, Charles E. Merrill Publishing Co., Columbus, Ohio, 97 pages, copyright 1977.

Developing Questioning Techniques - A Self-Concept Approach, Charles E. Merrill Publishing Co., Columbus, Ohio, 169 pages, copyright 1971.

Text and Media Package (audiotapes, filmstrips and instructor's manual): Creative Questioning and Sensitive Listening Techniques (second edition), Charles E. Merrill Publishing Co., Columbus, Ohio, 315 pages, copyright 1978.

Project Alpha produced by New Dimensions in Education, Inc. Long Island House, Jericho, New York, 108 pages, 1969. Multi-media science reading materials in Professional Teacher's Manual.

Japanese translation of Teaching Science Through Discovery, Charles E. Tuttle Co., Tokyo, Japan, 594 pages, 1968.

Dimension 120 produced by New Dimensions in Education, Inc., Long Island House, Jericho, N.Y., 286 pages, 1968. Multi-Media science reading materials and wrote 100 science experiments in teacher's manual.

Dimension 99 produced by New Dimensions in Education, Inc., Long Island House, Jericho, New York, 119 pages, 1968.

La Ensensanza De Las Ciencias Por El Descubrimento (Spanish translation of Teaching Science Through Discovery) Union Tipografica Editorial Hispano-Americana, Mexico City, Mexico, 578 pages. 1967.

Discovery Teaching In Science (abridgement paperback), Charles E. Merrill Publishing Co., Columbus, Ohio, 180 pages, 1967.

On My Own - activity supplement to accompany Concepts in Science textbook series - Harcourt Brace Jovanovich Publishing Co., New York, 100 pages, 1978/79.

Teachers Guide to Accompany Teaching Science Through Discovery, Charles E. Merril Publishing Co., Columbus, Ohio, 84 pages, 1966.

Science Curriculum - Kindergarten Through Sixth Grade, Union Free School District #3, Floral Park, New York, 244 pages, 1965.

Mathematics Curriculum - Kindergarten to Twelfth Grade, published by the Port Chester Public Schools for use in their schools, 85 pages, 1961.

Language Curriculum - Kindergarten to Twelfth Grade, published by the Port Chester Public Schools for use in their schools, 100 pages, 1960.

Science Curriculum - Kindergarten to Twelfth Grade, published by the Port Chester Public Schools for use in their schools, 100 pages, 1959.

Understanding the Disabled, (Experiences in Citizenship for Elementary School Children) Co-Author, published in 1956; 20 pages, by Citizenship Education Project of Teachers College, Columbia University.

PUBLICATIONS - JOURNAL ARTICLES:

Book Reviews published in various editions of Science and Children and The Science Teacher (Journals of the Council for Science Education International and The National Science Teachers Association) from 1968 to present.

"Freedom for Teaching-Learning." Proceedings of the Annual Conference of the Council for Elementary School Science International, University of Miami, Coral Gables, Florida, April 2,3,4, 1970, 20 pages.

"Techniques for Developing Discovery Questioning Skills." Science and Children, published by the National Science Teachers Association, April 1970, pp. 13-15.

Science Curriculum Survey - Grades 7 - 9- Collaborated with Queens College Colleague, Nathan S. Washton. Questionnaire sent to 430 city and state science supervisors for Wadsworth Publishing Co., Belmont, California, 1968.

"Reading and Solving Science Problems," Trends in Teaching, Charles E. Merrill Publishing Co., Columbus, Ohio, December 1967, pp. 24-25.

"Periscopes," Elementary School Science Bulletin, published by the National Science Teachers Association #38, Feb. 1959, pp. 1-2.

"Let the Presses Roll," Elementary School Science Bulletin, published by the National Science Teachers Association #33, December 1958. pp. 2-3.

Articles for Curriculum Bulletins published by the Port Chester Public Schools for use by their teachers during 1958-60:

Homework - 3 pages - 1958
Description of the Science curriculum grades K-6 - 1959 - 12 pages.
Description of Language curriculum grades K-6 - 1960 - 18 pages.
Recommended supplies and materials for science program grades K-6 - 1960 21 pages
Recommendations for storage and other facilities for teaching science. 13 pages - 1960.

Articles for Jericho Schools Newsletter, published by the Jericho Public Schools for each resident of the town:

Procedures for Selection of Jericho's new Superintendent of Schools 1962 - 2 pages.
Function of a Board of Education - 1962 - 2 pages.
An Educator of a Board of Education - 1962 - 2 pages.
Description of Population Survey and its Use in Planning High School Expansion - 1963 - 3 pages.
Brochure for Swimming Pool and High School Expansion Vote - 1963 - 8 pages.
Question and Answers Concerning Swimming Pool and High School Expansion Vote - 1963 - 1 page.

R E S U M E

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-7-

ACADEMIC AND PROFESSIONAL HONORS

Guest lecturer or workshop leader at conference of national organizations such as CESI, NSTA, ASCD from 1955 to present at such cities as Vancouver, British Columbia; Miami, Florida; Washington, D.C.; Chicago, Illinois and Philadelphia, Pennsylvania.

Selected for Kappa Delta Pi, a national educational honor society, 1973.

Listed in Contemporary Authors, 1972, 1977, volumes 29-32.

Book, Teaching Science Through Discovery, 1970, SECOND EDITION, published by Charles E. Merrill Publishing Company, selected for the Educator's Book-of-the-Month Club for 1970, by Prentice-Hall Publishers.

Selected for 1970 Leaders in Education, compiled by Jacques Cattell Press/ R.R. Bowker Co., Tempe, Arizona.

Book, Discovery Teaching in Science, 1966, published by Charles E. Merrill Book Company, selected as the Outstanding Science Education Book for 1967 - 78 in the following publications:

Grade Teacher, January 1968, page 97
Teacher's Edition, Weekly Reader, February 14, 1968, p.4
National Education Journal

Book, Teaching Science Through Discovery 1964, published by Charles E. Merrill, selected for the Educator's Book-of-the-Month Club for 1965, by Prentice-Hall Publishers.

Elected to the National Association for Research in Science Teaching, 1960.

Selected for Phi Delta Kappa, a national educational research, service and leadership fraternity for men, 1957.

Elected to the Executive Board of the Metropolitan New York City Teacher Education and Professional Standards Commission of the National Education Association 1965-67.

Listed in Leaders in American Science, Volume IV (an Illustrated Biographical Directory of Eminent Leaders in Research, Industrial, Governmental and Educational Scientific Fields in the United States and Canada) under Science Education, p. 129, 1960-61, 1977-78.

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EDUCATION

Ph.D., 1974 - HOFSTRA UNIVERSITY
Educational Research and Psychometrics; U.S. Office of Education Title IV Research Fellowship.

M.A., 1965 - TEACHERS COLLEGE, COLUMBIA UNIVERSITY
Curriculum and Teaching.

B.A., 1962 - QUEENS COLLEGE, City University of New York.
Elementary Education.

PROFESSIONAL EXPERIENCE

1980 - present — THE EDUCATION ADVOCATE - A consortium
Executive Director

1977 - 1980 — NEW YORK INSTITUTE OF TECHNOLOGY

Director, Commack College Center 1978 - 1980

Director, Office of Academic Affairs, 1977-1978
Division of Continuing Education

Senior Research Associate, 1977
Office of Research & Evaluation

1967 - 1977 — QUEENS COLLEGE, CITY UNIVERSITY OF NEW YORK

Research Associate, 1976 - 1977

Assistant Professor, 1974 - 1976

Assistant Chairman, Department of Elementary and Early Childhood Education, 1974 - 1975

Chairman, Department of Elementary and Early Childhood Education, 1972 - 1974

Lecturer (full-time), 1968 - 1974

Lecturer (part-time), 1967 - 1968

1969 - 1974 — TEACHING & LEARNING RESEARCH CORP.

Executive Vice-President (part-time)

1962 - 1968 — OTHER TEACHING ASSIGNMENTS

Details on request.

CONSULTANTSHIPS

1979	Community School District #31, NYC Board of Ecuation.
1979	Committee on the Handicapped, NYC Board of Education.
1976 - 1977	Office of Special Programs (SEEK), City University of New York.
1975 - 1976	Bronx Childrens' Psychiatric Center.
1975 - present	Bilingual Test Development Project (Co-director), Marymount Manhattan College.
1973 - 1976	Office of Educational Evaluation, NYC Board of Education.
1975 - 1976	Community School District #4, NYC Board of Education.
1975 - present	Community School District #2, NYC Board of Education.
1974	Jericho (N.Y.) Public Schools.
1974 - present	Community School District #17, NYC Board of Education.
1970 - 1974	Hempstead (N.Y.) Public Schools.
1968 - 1970	Office of Internal Evaluation, Department of Education, Queens College, CUNY.
1967 - 1968	Responsive Environment Program, NYC Board of Education.
1967 - 1968	Wyandanch (N.Y.) Public Schools.
1967 - 1968	Bureau of Educational Evaluation, Hofstra University.
1967 - 1968	Bellport (N.Y.) Public Schools.

EVALUATION REPORTS

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[1] Principal author/investigator

[2] Co-author/investigator

[3] Editor, statistical consultant, evaluation coordinator

CURRICULUM VITAE

Elizabeth Gomez Harper

79 AUG 5 All : 14

Born: Managua, Nicaragua (U.S. Citizen)
Married: 4 children

EDUCATION

Institution	Dates	Degrees/Certificates
New York University	1977-present	Doctoral Studies
Hofstra University	1975-1976	Administrator Certificate
Queens College New York	1974-1975 1968-1973	Latin America Area Studies M.A. Spanish
San Diego State University San Diego, California	1964-1965 1947-1964	California Teaching Cred. B.A. Spanish/English
University Guadalajara	Summers	Informal Studies/Travel

PROFESSIONAL EXPERIENCE

Rutgers University/IRES New Jersey	Feb. 1978-present	Research Associate
Bilingual Center Columbia University	Nov. 1977-Sept. 1978	Project Associate
Hempstead Schools New York	1974-1977	Bilingual Coordinator (K-12 Teacher (6-8)
Kensington-Johnson Great Neck, NY	1973-1974	Bilingual Teacher (K-6)
Queens College	1969-1974	Adjunct Lecturer-Spanish
Urban/Rural School Development, NY	1972-1973 (110 days)	Bilingual Consultant/ Teacher Trainer

Glen Cove Schools New York	1970-1972 1967-1968	Spanish Teacher (7-12) ESL Teacher (5-8)
Chatham Twp. High New Jersey	1966-1967	Spanish Teacher (8-12)
Granger Jr. High San Diego, California	1965-1966	Spanish Teacher (7&8) Bilingual Volunteer
Various Elementary Riverside County, CA	1962-1964	Grades K-9 Substitute All subjects

PUBLICATIONS

Short Stories: Venture, NY; Coatl; Letras Potosinas, Mexico.
Social Studies Curriculum (K-6), Hempstead Schools.
Contributions of Hispanic Americans to the U.S. (booklet).
Modules for Teacher Trainers: Implementing Multicultural Social Studies in Elementary Schools (IUME Teachers College, Columbia University).

PUBLIC LECTURES

San Luis Potosi. Auspices University S.L.P., Depto. Difusion Cultural.

PROFESSIONAL ORGANIZATIONS & HONORS

AATSP (American Association Teachers Spanish & Portuguese)
Alpha Mu Gamma (Foreign Language Honor Fraternity)
NABE (National Association Bilingual Educators)
Visiting consultant, Monitor & Review, California State Education Department.

CURRICULUM VITAE

Name: Dominick C. Romeo, 47-39 195th Street
Flushing, N.Y. 11358
Telephone: (212) 357-8027
Date of Birth: 10/3/38, Siderno, R.C., Italy
Ht: 5 feet 8 inches Wt: 150 lbs.
Marital Status: Married, one child, age 7
Citizenship: American

EMPLOYMENT EXPERIENCE:

1978 (Summer)	Adjunct Lecturer in Italian, Department of Languages- Adelphi University, Garden City, New York.
1976-Present	Adjunct Lecturer in Italian, Department of Spanish and Italian- Montclair State College, Upper Montclair, New Jersey.
1976-Present	Bilingual Consultant in curriculum development, curriculum evaluation, testing and measurements.
1975	Instructor in Italian, York College of C.U.N.Y., Jamaica, N.Y.
1974-1970	Instructor in Italian and Spanish, State University College at Oswego, N.Y.

EDUCATIONAL TRAINING:

1976	Columbia University	M. Phil.	Italian
1969	Queens College, CUNY	M.A.	Italian
1968	SUNY Albany	B.A.	Italian and Spanish

COURSES QUALIFIED TO TEACH:

Italian and Spanish Language and Literature - All levels

SUMMARY OF PROFESSIONAL EXPERIENCE:

Administrator of Overseas Program- Associate Director of Pisa Program. Responsibilities included: advertisement of program, recruitment of participant on national level, screening of candidates, advisement on course program abroad, liason between campus administration and overseas personnel, general administration of program on american campus. Each year about 50 students participated in an interdisciplinary year abroad.

Advisor and Evaluator - Responsibilities included: evaluation of foreign students credentials entering SUNY at Oswego. Counseling of foreign students on campus. Served as resource person for U.S. students wishing to study abroad. Each year about 200 students from many European and Middle Eastern countries participated in an International Education Program at SUNY Oswego.

International Education Committee Member- Served as committee member while at SUNY Oswego in a SUNY/CUNY Consortium on International Education.

Director of Summer Program at Viareggio. Responsibilities included: initiation and administration of summer study abroad program established between the University of Pisa at Viareggio and SUNY Oswego.

SUMMARY OF PROFESSIONAL EXPERIENCE:

Acting Co-chairman of Spanish/Italian Department. SUNY Oswego. Responsibilities included: administrative matters of the department in areas of curriculum, student advisement: registration, program information, placement of student teachers, scheduling of classes, course offerings, retention and promotion of staff, tenure of staff.

Italian Club Advisor. SUNY Oswego.

LANGUAGES:

Italian, native speaker
Spanish, speak, read, write, excellent
French, good reading knowledge; speak fair
Latin, fair reading knowledge.

PROFESSIONAL ORGANIZATION MEMBERSHIP:

The Modern Language Association, American Association of Teachers of Italian, Casa Italian of Columbia University, Istituto Italiano di Cultura, Dante Alighieri Society, National Bilingual Educators Association (NABE), Italian Bilingual Educators Association (IBEA), New York Chapter of NABE.

ACADEMIC HONORS:

Queens College of CUNY; The Olivetti Award, June 1969, granted for outstanding scholarly interest in Italian literature.
State University of New York at Albany; Mu Lamba Alpha National Language Honor Society.
SUNY At Albany, Dean's Honor List.

TRAVEL ABROAD:

Italy, France, Spain, Puerto Rico, England.

REFERENCES:

Dr. Norman Fulton, Chairman; Spanish-Italian Department, Montclair State College, Upper Montclair, New Jersey
Dr. James Stais, Chairman; Department of Languages, Adelphi University, Garden City, N.Y.
Mr. C. Ruben Arango, School of Humanities, Montclair State College, Upper Montclair, New Jersey.

BOARD OF EDUCATION-CITY OF NEW YORK
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DR. SAM MATARAZZO,
DEPUTY TO SUPERINTENDENT
SPECIAL STATE & FEDERAL PROGRAMS

TELEPHONE (212) 574-0217
574-0218

OBSERVATION GUIDE

ESEA TITLE VII BILINGUAL EDUCATION PROGRAM ___ B.E.E. ___ Italian Component

Teacher_____ Grade_____ School_____ Date_____

Class Size_____ Group Size_____ Time Start_____ Finish_____ Total_____

Students: # Spanish, Italian/English speaking_____
English Dom./Spanish, Italian speaking_____ # English monolingual___

Teacher: English Dom.____ Spanish, Italian_____ Fluent Bilingual_____

% time groups mixed linguistically_____ % time groups by dom. language_____

Teacher uses 1 language exclusively_____ Teacher primarily uses 1 language___

Teacher freely alternate language_____ Other_____

Teacher Coordination with Paraprofessional:

1. How is para guided in his activities?_____

_____

2. Teacher plans with para for his activities. Yes____ No ____
3. Teacher includes para's activities in his lesson plan. Yes____ No ____
4. Teacher discusses para's responsibilities for the day Yes____ No ____

If Yes, when is this done?_____

Role of Paraprofessional

1. Para teaches small groups Yes____ No ____
2. Para aids in classroom management(including control of student behavior) Yes ____ No ____
3. Para performs clerical duties only Yes____ No ____
4. Comments about para's duties_____

_____

Type of lesson observed_____ _____ Observer_____

BILINGUAL PROGRAM - OBSERVATION GUIDE

	Frequency of Occurence		
	Often 3	Occasionally 2	Never 1
1. Teacher talks to learners			
2. Teacher reads to learners			
3. Asks closed questions			
4. Asks open-ended questions			
5. Sets time for open ended role-play/learners generate sentences			
6. Asks children to contribute to experience chart			
7. Structures and directs a group discussion			
8. Forms groups-peers are group discussion independent of adult			
9. Forms groups-peers are group leaders			
10. Sets time for learners to talk informally or to interact, independent of adult			
11. Asks learners to read aloud			
12. Asks child to demonstrate concept at black-board for class.			
13. Sets time for learners to choose activities			
14. Sets time for cross-age peer learning, inde-pendent of adult (older-tutor-younger)			
REINFORCEMENT: VERBAL AND NON VERBAL			
15. Reinforces, praises in complete sentences			
16. Reinforces, praises with one word			
17. Encourages learners to try			
18. Expresses understanding of learner's feelings			
19. Handles disruptive behavior			

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District #32 Evaluation
Interview Outline

Name _____ Date _____ School _____

Program ESEA Title I, ESEA Title VII, Component _____

This section is for all persons interviewed except students and parents.

I. What is your relation to the program? _____

II. How much contact do you have with the program? _____

III. How satisfied are you with the program? (check one)

Very ☐ Moderately ☐ Not at all ☐

IV. If you see some good things about the program, what are they?

1 _____

2 _____

3 _____

V. If you see things that could be better, what are they?

1 _____

2 _____

3 _____

VI. If you had to decide about continuing the program in its present form for the next school year what would you recommend?

Continue it ☐ Discontinue it ☐

VII. If you could change the program in any way what would you recommend?

1 _____

2 _____

VIII. COMMENTS:

Name of Interviewer _____ Date _____ Time _____

POSITION PAPER

THE IDENTIFICATION OF STUDENTS WITH
LIMITED ENGLISH PROFICIENCY IN
BILINGUAL CLASSROOMS

The following is a position paper jointly developed by the ESEA Title VII Bilingual Program, Spanish Component Staff and the Coordinator of the Early Childhood Component of the ESEA Title I/PSEN Program.

The paper delineates Guidelines, Statement of Philosophy and Methodology to be used by Bilingual classroom teachers and paraprofessionals and Early Childhood Component personnel to maximize the instruction of students with Limited English Proficiency (LEP).

It is designed to coordinate and improve the instruction from several program sources in a comprehensive plan and to clarify the roles of the Bilingual classroom teachers and paraprofessionals in the ESEA Title I/PSEN Program.

As a result of observations and findings made by the Evaluation Consultant, a study was conducted, under directions and supervision of the Deputy to Superintendent for Funded Programs, with the collaboration of the Coordinator and Supervisor and the Teacher Trainer of the Spanish Component of the ESEA Title VII Bilingual Program, and the Coordinator/Supervisor of the Early Childhood Component of the ESEA Title I/PSEN Program.

It is recommended that the approaches delineated in the following pages be followed by all personnel involved in the instruction of LEP students in Bilingual Classrooms in the District.

We welcome comments and suggestions for the improvement of the plan from all concerned staff members.

Dr. Sam Matarazzo
Deputy to Superintendent

Statement of Philosophy, Objectives and Methodologies to be used in Bilingual Classrooms for the Instruction of LEP Students.

The basic educational philosophy of the ESEA Title I/PSEN Early Childhood Program and the new ESEA Title VII Bilingual Program, B.E.E (Bilingual Early Environment), Spanish Component is reflected in the following:

"A modern school for young children is language-centered. In fact, language development might be considered the primary function of the early grades. The most help that can be extended to children to promote future success in school is to provide, during early years, firsthand experiences that will give meaning to words.

The amount of language a young child has is determined in part by inheritance and to a great extent by his environment. That language--its amount and quality--reflects the home and the community in which the child lives. When a child enters school, the teacher begins to expand that environment and to involve him in experiences that enlarge his present concepts and develop new ones. The teacher has a major responsibility to create learning situations in which girls and boys are encouraged to develop and refine their use of words and sentence patterns.

Throughout the school day there is an emphasis on language development. Language is not viewed as a period of instruction that can be identified on the schedule. Rather, language might be thought of as holding the program together.

All children entering school bring with them language of some sort. Each child has his own personal language.

The teacher must regard each child's language as worthy, and must become accustomed to the wide spread of language capacities and the many different

levels of language development found in most classrooms."

Roach Van Allen, "Language Experiences in Early Childhood."

"Children learn to think and communicate through interactions with people and things. Open-ended activities allow younger children to abstract information, generate and test ideas, develop language, and think quantitively. It is recommended that books, manipulative materials, play materials, and experiences with real things and people should be the stuff of which programs for younger children are made."

Dr. Bernard Spodek, University of Illinois

"Through manipulation of material, the child's observational skills are enhanced, vocabulary and expressive skills are expanded. The materials can be used in a wide variety of ways depending upon the operational level of each child."

Dr. Jan McCarthy, Professor, Indiana State University

The objectives of the programs are clearly the same in that our ultimate goal is to enable each child to develop to his or her optimum level utilizing whatever methods can best achieve this goal.

The philosophy and objectives are the same. This paper addresses itself to the differences in methodology in order to clarify the role of all personnel who are concerned with the education of particular segment of the students in C.S.D.#32.

B.E.E. (Bilingual Early Environment) is a Spanish Component of the ESEA Title VII Bilingual Program in Community School District #32. The proposed program is designed for children of Limited English Proficiency. We are teaching our youngsters to "learn" the English language while learning subject matter in their dominant language. Concepts and principles in the content areas are introduced in the dominant language and then reinforced in the second language.

Between 95 and 100% of the youngsters entering the Bilingual Kindergarten scored below the 20th percentile on the English LAB. The percentages for grades 1-3 are between 90-100%. The schools selected for the program have the highest number of Hispanic youngsters and show an ever increasing population for this language group. All of the participating children come from low-income families.

The program serves approximately 500 students in the early grades K-3, in four elementary schools, Public School 106, 116, 145, and 377.

Each classroom in Grades 1,2 and 3, has one educational assistant to assist the teacher in meeting the instructional needs of the children. The program also has a Teacher Trainer, and a Curriculum Specialist who works closely with the entire staff to ensure professional growth, curriculum development, and development in the area of bilingual methodology in the classroom.

Parents are involved in workshops designed to further their ability to assist their children as well as other workshops of general interest to them.

Spanish speaking students come to school with two precious gifts: their command of Spanish and their eagerness to learn English. These are two great assets. The major goal of this program is the development of the student's English language ability through the use of both languages until the student is able to perform at an adequate level in a program where instruction is conducted solely in English.

We see the value, self-worth, pride and dignity of our students as being the key to motivation; motivation, the key to learning.

The ESEA Title I/PSEN Program, Early Childhood Component, encompasses Grades K, 1 and 2. The Component provides for small group and individualized instruction in

English Language Development, Readiness for Reading and Math, Initial-Reading Skills and Mathematics operations. The participants in all three grades are selected based on objective testing and teacher judgement as those children most in need of supplemental instruction in the aforementioned areas. Parents are involved in order to emphasize the need for a real partnership in the education of the young child in our district. There are participants in the ESEA Title VII, BEE, Spanish Component who are also served by the staff, professional and paraprofessional, of these Components.

C.S.D. #32 Funded Programs are developed according to a comprehensive plan which allows for the best possible service for participating youngsters from several sources. Therefore, ESEA Title I/PSEN Program, Early Childhood Component paraprofessionals are assigned selected participants to each Kindergarten in the district, including B.E.E. B.E.E. 1st and 2nd graders are also served in the E.C. Resource Room, if their achievement level requires additional supplemental individualized instruction.

Youngsters who enter the B.E.E. Kindergarten and Grades 1 and 2 come to school with little or no knowledge of English. While it is highly desirable for such a youngster to learn English, it is a developmental process. The ESEA Title I/PSEN, Early Childhood paraprofessional must plan closely with the Program Teacher and the Classroom Teacher. Vocabulary development in English would be necessary before a child can be taught concepts and/or Reading in English. At the beginning of the year, the child may be given much of his instruction in Spanish in the regular classroom program, with an increasing amount of English as a second language. During the period of instruction, as prescribed in ESEA Title I/PSEN guidelines, the paraprofessional serving B.E.E. participants should concentrate her efforts on vocabulary and oral language patterns in English. Reading readiness and math readiness skills may be reinforced when the child understands the concepts in the native languge. The vocabulary of the concepts must be taught in English before the child can transfer his comprehension of a concept into English. The paraprofessional who

works with children who are initial readers in Spanish must coordinate carefully with the teacher to avoid the instance of the same letter being taught simultaneously. The sounds may be different. Vowels must not be taught simultaneously. Consonants such as b, c, d, f, k, l, m, n, p, q, r, s, t, w, x, and z are pronounced similarly and can be taught using words that are already familiar to the children in English.

In all cases, the natural development of basic skills must be according to the child's ability. The classroom and program teacher can indicate the areas where special assistance is required.

The following are suggestions to motivate the children to become active partipants in developing language skills:

A. The Language Experience Approach

Group One: Extending Experiences with Words.

1. Sharing experiences - the ability to tell, write, or illustrate something from a personal standpoint.
2. Discussing experiences - the ability to interact with what other people say and write.
3. Listening to Stories - the ability to hear what others have to say through books and to relate ideas to one's own experiences.
4. Telling stories - the ability to organize one's thinking so that it can be shared orally or in writing in a clear and interesting manner.
5. Dictating words, sentences and stories - the ability to choose from all that might be said about a subject the part that is most important for someone else to write and read.
6. Exploring writing - the ability to reproduce letters of the alphabet and words with pencils, crayons, and paints in informal activities.

7. Authoring individual books - the ability to organize one's ideas into a sequence, dictate them, illustrate them, and make them into books.

Group Two: Studying the English Language

1. Conceptualizing the relationship of speaking, writing and reading - the ability to conceptualize, through extensive practice, that reading is the interpretation of speech that has been written and then must be reconstructed, orally or silently.
2. Expanding vocabulary - the ability to expand one's listening, speaking, reading, and writing vocabulary.
3. Reading a variety of symbols - the ability to read in one's total environment such things as the clock, calendar, thermometer, and dials.
4. Developing awareness of common vocabulary - the ability to recognize that our language contains many common words and patterns of expression that must be recognized and correctly spelled when writing one's own ideas.
5. Improving style and form - the ability to discriminate and use richer language after listening to well-written material.
6. Studying words - the ability to pronounce and understand words.

Group Three: Relating Authors' Ideas to Personal Experiences

1. Listening to stories and books - the ability to listen to books that are read for information and pleasure.
2. Using a variety of resources - the ability to find and use many resources in expanding vocabulary, improving oral expression, and sharing ideas.
3. Comprehending what is heard - the ability to discuss the meanings of words in context of sentences and paragraphs and the thought in a passage or whole selection.
4. Summarizing - the ability to recall main impressions, outstanding ideas, or important details of what has been heard.

5. Organizing ideas and information - the ability to restate in various ways the ideas in the order in which they were written or spoken.
6. Integrating and assimilating ideas - the ability to use ideas gained from listening and observation for personal interpretation and elaboration of concepts.
7. Listening critically - the ability to make judgements and discuss the accuracy and reasonableness of statements heard.

B. Questioning - Who, What, Where, When, How, Why questions should motivate more than one word responses not only a yes or no answer.

e.g. 1. What is your favorite T.V. Program?
2. Who is the person in the picture?
3. Where do you like to go on the weekend?
4. How do you feel about_____?
5. When do people were wear coats? Why?

C. Dramatization - Children act out real life or imaginative situations in their own natural creative way. Simulation, utilizing puppets, bought or made, should also be used. Puppetry can be useful with the shy child.

D. Picture Interpretation - Pictures are an excellent way to bring things of every nature into the classroom. Vocabulary can be taught as well as concepts and comprehension.

E. Patterns and drills as part of the E.S.L. approach.

To assist in oral language proficiency, patterns and drills should be utilized as part of the E.S.L. approach:

Number 1

The classroom teacher has introduced members of the family.

Vocabulary

mother	grandmother
father	grandfather
sister	

Language Patterns: The use of "my" to identify family members:

This is my family. This is my mother. This is my brother.
This is my father. This is my sister. Etc.

Number 2

The teacher introduced colors and now she is working on shapes.

Vocabulary

red	white
green	circle
blue	rectangle
yellow	square
black	triangle

Language Patterns: The use of indefinite articles with a specific shape with substitution of color words.

This is a circle.
This is a red circle.
This is a yellow circle.
This is a green circle.
Etc.

This drill can be continued by inter-changing shapes and colors.

F. Suggested Materials to Use:

1. Goal I Language Development Kit
2. Goal II Language Development Kit
3. D.L.M. Picture Collection
4. Beginning Fluency in English as a New Language - Bowmar
5. Developmental Story Books - D. L. M.
6. All Read-a-long materials, books and tape
7. Filmstrips
8. Puzzles - All varieties
9. MWM - Childcraft

10. Auditory Training - Familiar Sounds - DLM
11. Puppets - All Varieties
12. Puppets and Tape - DLM
13. Classification Games
14. Got To Be Me - Occupational Photographs - DLM
15. D.L.M. Big Boxes - Language, Auditory and Visual
16. Games and All Picture collections, Block Building Accessories, Housekeeping Corner materials - Telephones
17. Peabody Language Kits
18. Phonograph and Records
19. Art Materials - paint, clay, crayons
20. Mathematics Manipulative - shape, size, attribute materials, numeral picture cards, unifix cubes and number indicators
21. Flannel Board and accessories
22. Books - trade books and books made by children - poetry
23. Rhythm Instruments.